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ABSTRACT

This series of progress reports documents the evolution and growth of the Non-Formal Education Information Center since its inception in 1974 in terms of the people and organizations it serves, the kinds of requests it receives, and the services it provides. Illustrative examples of individuals, organizations in its international network, and requests are used throughout the reports. Observations and characteristics of general and special task requests in the first progress report are evaluated through trend analyses in the 1977 and 1978 annual supplements. Tables indicate network distribution by region and organizational affiliation. Emphasized is the increasing synergistic participation within the network, a trend supported by NFE in order to increase the awareness of, and opportunities for, the exchange of ideas and practices among people in all facets of development work. Appendices to the first progress report list organizations within the NFE network, present the 2-page NFE Information Center Brochure, and provide examples of user correspondence. Progress report supplements for 1977 and 1978 include alternatives for future courses of action. (SW)

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NON-FORMAL EDUCATION INFORMATION CENTER

PROGRAM OF STUDIES AND TECHNICAL ASSISTANCE IN NON-FORMAL EDUCATION

MICHIGAN STATE UNIVERSITY

A Report of Progress
and
Recommendations for the Future

JOAN M. CLAFFEY, DIRECTOR

February 1977

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

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NON-FORMAL EDUCATION INFORMATION CENTER

The Non-Formal Education (NFE) Information Center seeks to serve a worldwide network of program planners, practitioners, and researchers concerned with the generation and use of knowledge about non-formal education and development. More than 3500 persons in 130 countries are now in contact with the Center which is located at Michigan State University.

Highlights of the work of the Center include a quarterly newsletter in English, the NFE Exchange; an NFE Library; training workshops; and a special program of information relating to women in development.

The Center also provides an individualized reference service to enable persons working in non-formal education to obtain published and unpublished materials and to learn of others working in similar fields. An average of 75 such inquiries and requests for resources come to the Center each week, the majority from persons in Africa, Asia and Latin America.

The Non-Formal Education Library consists mostly of "fugitive" or inaccessible documents. It is maintained by the research staff and is the foundation of the various activities of the Center. Most of the 4500 materials are gifts to the Library in exchange for the NFE Exchange or the nearly two dozen NFE publications prepared by faculty study teams at the University.

Each issue of the NFE Exchange focuses on a specific topic of interest in the field of non-formal education and development. Recent titles have included: "Mobilizing Youth for Development", "Skills Training Programs for Adults", "NFE and Entertainment", "Women in Development". Future issues will feature: "Health Care and Development", "NFE and Income-Generating Activities", "Functional Literacy", "Children and NFE", "NFE and Agriculture". The newsletter includes information about projects and materials on non-formal education in Latin America.

Through these activities the NFE Information Center strives to:

-put people in touch with resources and ideas related to non-formal education for development,

-facilitate contacts and promote horizontal linkages among persons and organizations involved in NFE,

-study characteristics, trends, alternatives and innovations in the field of non-formal education and development and make these findings available to a large audience through the NFE Exchange,

-make possible principally an exchange, rather than a dissemination, of information and knowledge concerning NFE experiences and resources; encourage feedback and exchange regarding application and validation of NFE-related ideas and practices,

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-promote knowledge generation not only in a "top-down" context (for example, from the research centers and universities to the people), but also in a "bottom-up" context (from the people who are expected "beneficiaries" of NFE research to the research centers and universities).

Operating with financial assistance from the Agency for International Development, the Center wishes to strengthen collaboration with counterpart resource centers in Africa, Asia and Latin America. The Center hopes to better serve planners and educators in those regions who write to the Center for assistance by referring them to resource centers in their own regions. The NFE Information Center would like, also, to help collaborating centers to obtain documents from its own collection which pertain to the specific countries or region, or are in the languages of the area. In such a manner, a worldwide network of cooperating centers can be of practical and prompt service to educational planners and practitioners who seek useful ideas, materials and contacts for their work.

To receive the NFE Exchange or other publications on non-formal education (at no charge), or to inquire about resources in a particular area, write to:

Joan M. Claffey, Director
NFE Information Center
Institute for International Studies
College of Education
Michigan State University
East Lansing, MI 48824, USA

PREFACE

No single aspect of our Program of Studies and Technical Assistance in Non-Formal Education has paid greater dividends on a very modest investment than the NFE Information Center. Begun less than three years ago with a little group of two hundred persons, the network rapidly expanded to over two thousand who work world-wide in a network of nearly eight hundred development-type organizations.

This network is working. Forty requests on an average flow into the Center each week. Through the Center, network participants are linked laterally to one another, and exchange across the network is expanding rapidly. There is also exchange from the bottom up. Over ninety per cent of our NFE materials collection of nearly 3,500 titles has been contributed by members of the network. The flow is also from the top down. We have had requests for over 25,000 copies of the MSU studies in NFE.

These linkages, whether they be of the lateral, bottom-up or top-down variety, are helping to create an increased awareness of the practical applications of NFE to development work. More importantly, these linkages are a key means by which people utilize what we know now for improving the quality of development programs. There is a strong people-to-people flavor running through the exchange.

Because of our enthusiasm for what we see happening through the NFE Information Center, we are pleased to submit this report of progress and recommendations for the future. We invite your comments and suggestions.

Cole S. Brembeck, Director
Institute for International Studies
in Education
Michigan State University

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NON-FORMAL EDUCATION INFORMATION CENTER

Program of Studies in Non-Formal Education
Michigan State University

As dean of a small agricultural college, I would appreciate very much your sending to this college some literature on non-formal education. We started two projects...a certificate training program in practical agriculture for out-of-school youth...and a residential high school with the extension-type short courses in agriculture...I took over as dean of this college only last year and need all the advice I can get. With these projects, I have developed a stronger interest in non-formal education.

Higino A. Ables, Dean
Bicol University - College of Agriculture
The Philippines

The Institute for Women's Studies in the Arab World is launching a program of non-formal education for women and would like to receive any materials or evaluative reports you may have on the topic.

Julinda Abu Nasr, Director
Institute for Women's Studies in the Arab World, New York

We have had a request from the staff for ten copies of the Report on the Conference and Workshop "Non-Formal Education and the Rural Poor," 1976. We would appreciate obtaining these copies for use in Headquarters for distribution to our field staff at regional offices.

J. M. Kilker
World Health Organization, Switzerland

I have managed to borrow most of your magnificent books on Non-Formal Education...They are just what we need to help guide us in our own efforts to transform an old-fashioned academic education into something more relevant to the present situation...I want to turn out agents of development, on fire to return to the villages and slums from which they come, longing and able to do something about the monstrous conditions which prevail there.

Rev. Theodore Mathieson
Oxford Mission, Calcutta, India

Thank you very much for sending me 25 copies of Non-Formal Education for Women in Bangladesh. They arrived in good condition and are so popular that I would like to request 25 more copies if you can spare that many. Both women's programs and non-formal education are very relevant topics here in Bangladesh at this time, and many organizations are quite interested in this publication you have produced.

Sally Craig Huber
USAID/Bangladesh

I. Introduction

The purpose of this report is to describe the work and growth of the Non-Formal Education Information Center, including the people and organizations it serves, the kinds of requests it receives, and the services it renders in response.

When we began the Information Center in 1974 we suspected that there was a demand for such a service, based upon the requests we were beginning to receive. Little did we appreciate, however, how many people and development organizations there are around the world who are planning or practicing non-formal education and who feel an intense need to be in touch with con-

cerned others. Our experience would suggest that NFE programs in the developing world have expanded rapidly and frequently haphazardly. In the absence of local support organizations, people are now looking elsewhere for guidance and direction. They are eager to learn what others are doing, to share their own experiences and to be linked to others who care. It is apparent from the rapid growth of the Center that it and its NFE Exchange have touched a responsive chord in the development field.

We hope that this report in some measure communicates the excitement we feel in bringing a little closer together a host of people in widely scattered places who nevertheless labor on common problems through the similar means of non-formal education.

This report begins with a capsule overview of the Center and its network. Later sections of the report provide fuller information about persons and organizations in the network and the services provided to them.

II. A Brief Overview of the NFE Information Center

A. Number of Persons in the Network

August 1974: 200

December 1976: 2016

B. Number of Organizations: 775

C. Number of Countries Represented: 106

D. Number of Requests Weekly: approximately 40

E. Location of Network Affiliates

Domestic: 1019 persons, of whom approximately 79 are foreign nationals studying in the U.S..

Foreign: 997 persons, of whom approximately 62 are U.S. nationals.

F. Illustrative Characteristics of the Individuals

Assistant Director of Adult Education, Swaziland; Vice-President of Adult Education, Afghanistan; Educational Advisor, Pakistan; Director, Agri-Service-Ethiopia; Dean, College of Agriculture, Philippines; Director of Community Development, Cameroon; Professor, Faculty of Education, Papua New Guinea; Cooperative Extension Agent, U.S.; Director, Gandi Shikshan Bhavan, India; Research Associate, Non-Formal Education for Rural Youth Project, Philippines; Woman's Program Advisor, U.S.A.I.D., Bangladesh; Professor of Education, University of Guyana; Project Coordinator, Educational Development Task Force, Philippines; Director, Technical and Vocational Training Trust, India; Editor, UNICEF NEWS; Director, Research and Cultural Studies Development, Bureau of Indian Affairs, U.S.; Vice President for Development and Research, De La Salle University, Philippines; Professor, Macroenvironmental and Population Studies, U.S.; Director, Institute for Development Studies, Kenya; Educational and Social Development Officer, U.S. Department of the Interior; Researcher, International Council for Educational Development, U.S.; Professor of Education, University of Kerala, India; Director, Open University Project, Colombia; Member, Minnesota Citizens' Advisory Task Force on Education; Director of Extension, U.S.; Priest-educator, Oxford Mission, Calcutta, India; Rural Development Trainers; Supervising Agronomists, Philippines

G. Examples of Organizations in the Network

Ministry of Public Education, Nicaragua; Center for Development Research and Action, India; International Council for Adult Education, Ontario Institute for Studies in Education; Ministry of Education, Nigeria; World Health Organization, Switzerland; National Office of Social Progress, Paraguay; Institute of Teacher Training, Indonesia; Central Bureau of Education, Pakistan; Accion Cultural Popular, Colombia; Ministry of Agriculture, Cameroon; Institute for Women's Studies in the Arab World;

Bureau of Indian Affairs, U.S. Department of the Interior; Korean Educational Development Institute; Division of International Education, U.S. Office of Education; Ministry of Education, Sports and Recreation, Lesotho; World Alliance of Young Men's Christian Association, Switzerland; Gandi Peace Foundation, India; CORR-CARITAS, Bangladesh; Ford Foundation, Colombia; World Organization of the Scout Movement, Switzerland; Continuing Education Center, University of Lagos, Nigeria; Indian Council of Social Science Research

H. Number of Requests

Currently about 40 per week: for MSU/NFE publications, topical searches for NFE printed materials, topical searches for NFE Centers, agencies, or personnel, invitations to bring others into NFE network, contributions for NFE Exchange newsletter, for information on education and training for NFE, consultant assistance

I. Types of Requests Received

An AID consultant in Pakistan wanted materials on the role of women in development; an Indian professor asked for references on non-formal education approaches to nutrition and preventative health programs; FAO-Development Support Communications asked for a topical search on communications for rural development; an extension worker in the Philippines wanted references on village extension projects; the Ministry of Education in Malaysia requested a bibliography of NFE materials in order to develop a library; the Dag Hammarskold Foundation requested a search on educational development (out-of-school) in Cuba, People's Republic of China, Peru, and Mexico; the Botswana Extension College asked about in-service training projects for adult education; the Director of the Overseas Education Fund of the League of Women Voters asked us to locate materials on the role of women in development; AID/Zaire asked about materials on middle-level management training to aid them in project planning

J. Number of Documents Distributed

25,500

K. Number of Titles in Collection

3,480, 92% of which were contributed by the persons in the network

III. Activities and Trends

The following sections of the report present a sketch of the various activities of the Non-Formal Education Information Center. We describe also the increasing demand for the Center's services and the ways in which we are responding.

A. Increasing World-Wide Interest in Non-Formal Education and Growth of the N.F.E. Information Center Network

Starting with 200 names and addresses[1] in August 1974, the NFE Information Center Network has grown to 2016 persons from 106 countries and representing 775 organizations or groups.[2] Network participants are program planners, practitioners, and researchers who may live in capital cities or work in impoverished rural sectors.

The Network has grown in response to several kinds of stimuli: a) Initially, lists of participants at NFE-related conferences were collected. Each person was invited by letter and accompaning brochure to enter into a reciprocal exchange of information on the subject of non-formal education. b) A cooperative effort with staff in USAID missions was conducted in which all education officers nominated persons in their host countries likely to utilize NFE publications. Each of these individuals was written and invited to join the NFE information exchange network. c) Announcements regarding services of the NFE Information Center have been carried in the newsletters of various other organizations. Publications of the Program of Studies in Non-Formal Education are noted in acquisitions lists circulated by many development

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[1] Persons invited to participate in the international conference on Non-Formal Education, held at Michigan State Univeristy in April, 1974.

[2] See Appendix "A" for a list of these organizations.

libraries and clearinghouses. d) Conferences stimulate discussion about the NFE Information Center and its services through interaction between Center staff and participants, and the display of NFE materials, publications, and request forms. e) Referrals from other network members account for large and continuous network expansion. As a result, our original list of 200 persons in August 1974, grew in the first 16 months of the Center's existence to 1152 persons. In the first half of 1976, it increased by a third to 1519, and in the latter half of the year it grew by another third to 2016.

An analysis of the network has shown the following characteristics:[3]

__Of the total network population (2016), approximately 50% are outside of the United States.

__An analysis of the network in December 1975 showed that the largest percentage of participants in Asia and the Pacific, Africa, and Latin America came from the ministries and departments of government at national and regional levels. By December 1976, roughly equivalent percentages of participants in these regions were found in non-governmental organizations and universities, as well as in government.

__In Canada, Europe, and Japan most network participants work in NGO's or in universities and development-related research institutes.

__Within the U.S., the largest percentage of participants are affiliated with universities.

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[3]Our network includes approximately 79 foreign nationals studying at U.S. universities, as well as 31 additional foreign nationals teaching or conducting research at U.S. universities. At least 63 U.S. government personnel (mainly posted in U.S.A.I.D. missions) are listed as in Asia, Africa, or Latin American regions. In effect, our data analysis suggests a smaller amount of network participation within the lesser-developed countries than actually does exist.

TABLE 1: NFE NETWORK DISTRIBUTION BY REGIONS AND ORGANIZATIONAL AFFILIATION, DECEMBER 1976, WITH PERCENTAGES COMPUTED BY REGIONS

	U.S.	CANADA	EUROPE + JAPAN	LATIN AMERICA	AFRICA	ASIA + THE PACIFIC AUSTRALIA	TOTALS
UNIVERSITIES	(n=301)	(n=32)	(n=59)	(n=45)	(n=58)	(n=106)	(n=832)
M.S.U.	29% (n=152)	45%	37%	17%	35%	31%	41%
FOREIGN STUDENTS	15% (n=79) 8%						
GOVERNMENT	(n=150)	(n=1)	(n=10)	(n=63)	(n=35)	(n=89)	(n=348)
	15%	1.5%	6%	24% (n=33) 13%	21% (n=14) 8.5%	26.5% (n=15) 4.5%	17% (n=62) 3%
U.S. GOVT PERSONNEL							
N.G.O.s	(n=197)	(n=28)	(n=67)	(n=72)	(n=45)	(n=105)	(n=514)
	19%	39.5%	42%	27.5%	27%	31%	25.5%
BUSINESS	(n=19)	(n=0)	(n=4)	(n=2)	(n=1)	(n=2)	(n=28)
	2%	0%	2.5%	1%	1%	.5%	1.5%
INDIVIDUALS	(n=121)	(n=10)	(n=20)	(n=46)	(n=13)	(n=22)	(n=232)
	12%	14%	12.5%	17.5%	8%	6.5%	11.5%
TOTALS	(n=1019)	(n=71)	(n=160)	(n=261)	(n=166)	(n=339)	N=2016
	100%	100%	100%	100%	100%	100%	

TABLE 2: NFE NETWORK DISTRIBUTION BY REGIONS AND ORGANIZATIONAL AFFILIATION, DECEMBER 1976, WITH PERCENTAGES COMPUTED BY ORGANIZATIONAL AFFILIATION

	U.S.	CANADA	EUROPE + JAPAN	LATIN AMERICA	AFRICA	ASIA + THE PACIFIC AUSTRALIA	TOTALS
UNIVERSITIES / U.S. / M. FOREIGN STUDENTS	(n=301) 36% / (n=152) 18% / (n=79) 9.5%	(n=32) 4%	(n=59) 7%	(n=45) 5.5%	(n=58) 7%	(n=106) 13%	(n=832) 100%
GOVERNMENT / U.S. GOVT. PERSONNEL	(n=150) 43%	(n=1) .5%	(n=10) 3%	(n=63) 18% / (n=33) 53%	(n=35) 10% / (n=14) 23%	(n=89) 26% / (n=15) 24%	(n=348) 100% / (n=62) 100%
N.G.O.'s	(n=197) 38%	(n=28) 5.5%	(n=67) 13%	(n=72) 14%	(n=45) 9%	(n=105) 20.5%	(n=514) 100%
BUSINESS	(n=19) 68%	(n=0) 0%	(n=4) 14.5%	(n=2) 7%	(n=1) 3.5%	(n=2) 7%	(n=28) 100%
INDIVIDUALS	(n=121) 52%	(n=10) 4.5%	(n=20) 8.5%	(n=46) 20%	(n=13) 5.5%	(n=22) 9.5%	(n=232) 100%
TOTALS	(n=1019) 50.5%	(n=71) 3.5%	(n=160) 8%	(n=261) 13%	(n=166) 8%	(n=339) 17%	N=2016 100%

It is evident from this data, plus content analysis of the correspondence, that there is marked attention being paid to non-formal education around the world. Furthermore, many of our correspondents are persons in charge, at national and regional levels, of newly formed non-formal education programs within their countries. Their requests for the services of the NFE Information Center often derive from these new responsibilities. In some cases, these persons received the new responsibilities from their governments specifically because of their previous interest in non-formal education and linkage with the NFE Information Center.

While some of the persons in our NFE network may already be part of an extensive network within their own areas of specialization or interest (e.g., family planning, agriculture, adult education), or within their own countries or organizations, they may also be individuals involved in localized small-scale, self-help projects. They are sometimes persons that did not originally see themselves as non-formal educators, but as health workers, government planners, etc. The fact that many of these people now view their work in a non-formal education context has had two outcomes: they seek information to help integrate their own work with the broader process of development; and they want to share descriptions, failures, successes, and concerns with others. The N.F.E. Information Center is the link, and as such, a successful example of mutual exchange and benefit.

B. Growth and Development of a Systematic Knowledge Base for Non-Formal Education

Two dozen research publications on NFE have been prepared by M.S.U. study teams through the Program of Studies in Non-Formal Education. This

set of publications is often requested by libraries and documentation centers, by national ministries, and especially by NFE practitioners "in the field." Much of our correspondence reveals that these publications serve as the cornerstone for summarizing the "state of the art" in non-formal education. They are requested and relied upon around the world to provide a conceptual base from which to design and implement NFE programs taylored to local needs and situations. Many of our correspondents indicate that the series has also stimulated research and training proposals. Others comment with respect to the usefulness of the materials in program planning. It is clear from a sampling of the approximately 40 weekly requests and/or letters which the NFE Information Center receives, that the publications program: 1) is perceived as providing a vital and systematic knowledge base in NFE and 2) stimulates both research and program development.

In addition to housing and disseminating the NFE publication series, the Information Center maintains a NFE Reference Library. This has grown from scratch in August 1974, to 2400 items in June 1976, and to a current collection of 3480 entries. Of special note is the fact that the great majority (92%) of these NFE materials have been received on an exchange basis from network participants around the world. This collection serves as a central depository for reports, statistical surveys, program descriptions and case studies sent from the field. A particularly valuable feature of the NFE Library is its file of unpublished papers, program reports, and personal essays contributed by NFE practitioners around the world. This has become an important bulwark of our information services. Because of the uniqueness and importance of the NFE Library, an investment has been made to cross-index the materials. We thus have a better response capacity to answer requests

for identification of different types of programs, resource specialists, and NFE subject matter.

To increase the usefulness of the NFE Library for network members, and in response to their requests, four Topical Acquisition Lists have been developed by the NFE Information Center. These itemize all entries in the NFE Library related to a subject of particular interest within the network. Currently available are TAL's on 1) The Economics of NFE; 2) Bibliographies on NFE; 3) NFE for Out-of-School Youth; 4) NFE to Enhance the Role of Women and Families. These lists are not be be viewed as bibliographies as they do not claim to be complete representations of the field. Rather, they are seen as vehicles to stimulate others to add to the list, thereby sharing in building the knowledge base of NFE. These lists have been sent to a couple hundred institutes, centers, libraries, and to as many requesting individuals in the network.

While serving the expansive NFE network, it should be noted that the reference library is a rich resource for faculty and graduate students preparing to do field work, conducting research projects, and participating in seminars. With increasing frequency the NFE Information Center is telephoned or visited by network participants who wish to make special use of the collection for NFE program development, research, or self-instruction and training.

As a final note, we would underscore the significance of the many unpublished reports, essays, and manuscripts received from network participants. The nature of these materials varies considerably in orientation: from theoretical to applied, from descriptive to highly conceptual, from the presentation of national or regional NFE efforts to a synopsis of the creative work of a lone NFE facilitator. Some NFE network contributions describe program planning and implementation on a national level

costing millions of dollars. Others are one-page handwritten essays, thoughts, or questions, reflected upon by a development worker in urban slum or a rural village. The point here is that the knowledge base in NFE is being enriched and developed from all of these sources, and the NFE Information Center is thus able to play a vital role in this process.

C. Increase in Requests for Services from the Non-Formal Education Information Center

The NFE Information Center has kept a complete record of all correspondence since its inception in 1974. While we had noted the increase in the volume and type of requests we were receiving due to the growth of the number and types of persons who had asked to become a part of the network, we had not systematically determined how many services we were called upon to provide, nor had we realized our capacity to meet these requests. Undertaking a comprehensive look at such correspondence has given us a better understanding of the needs of the persons who make up our network and of our role as an information center. The following report summarizes our findings.

1. General Observations About Requests

a. By far the largest number of requests are for the publications of the Program of Studies in Non-Formal Education: the Study Team Reports, the Supplementary Papers, the NFE Exchange, and the four Topical Acquisition Lists on selected areas in non-formal education. These are the materials that launched the Information Center. There is a continuing interest in what Michigan State University produces on non-formal education and the requests indicate that these publi-

cations are reaching a wider and more diversified audience than we had ever thought possible: persons from all strata of society, large and small organizations, and in many types of occupations.

b. There is a significant increase in the number of persons who have heard about our services from sources other than our own contacts and solicitations: they have read about us in other newsletters, heard from a colleague or member of their government or organization about the services we offer, or have been given our name when they themselves have requested the need for information in their own areas of interest which relate to non-formal education.

c. People write more than once. Over 60% of our correspondents write to us a second (or more) times which has established permanent linkages. They write again for several reasons: (1) to thank us for materials received, often commenting on their usefulness; (2) to ask for help in the form of special requests related to their own concerns about NFE; (3) to offer us material to share with other persons in the network; (4) to suggest more names for the network.

d. Participation in the network is increasingly bilateral. In particular, those persons from developing countries contribute on the basis of mutual exchange of materials. Over 65% of the more than 750 organizations (See Appendix A) in the network have sent us materials to supplement our resources. Thus our library and capacity to provide information to others has been extended tremendously without undue costs to the Center since over 92% of these materials are contributed on an exchange basis. The mat-

erial offered may be a description of a project in a personal letter, a notice or announcement for the NFE Exchange, mimeographed project reports and materials, conference or seminar papers, published reports, journals and books, or reflections by individuals on the "state of the art" of NFE or some aspect of development.

e. Persons in the network direct multiple kinds of requests to the Center. Some of these requests stem from their own needs and they ask whether the Information Center can help them; others know of our library and acquisitions lists and ask for specific services in a given area, such as topical searches, names of centers and people they can contact, etc.

f. People are raising thoughtful personal issues that effect them directly in their work; they often ask to have their concerns made known to others in the network so as to better share experiences, knowledge, and problems. They raise basic questions about the utilization of various types of educational technologies, philosophical issues relating to NFE within both capitalist and socialist frameworks, and under what conditions formal institutions can be modified to meet new needs. They also offer practical suggestions on instructional materials and methods that have met with success or failure in their own programs.

2. Characteristics of the Requests

a. Requests for MSU/NFE Publications

Dissemination of print materials on NFE is done principally via the MSU/NFE publication series of two dozen items,

Topical Acquisition Lists from the NFE Library, and the NFE Exchange newsletter. These publications are listed in the brochure of the Non-Formal Education Information Center, which describes the services of the Center.[4]

By the end of 1976, the Information Center had mailed over 25,500 publications to persons in the network. The most recent six-month period accounted for approximately 5,500 publications, including a mailing of 2,000 copies of the fourth NFE Exchange newsletter.

Other than personal letters, the NFE Exchange is the Center's most direct vehicle of communication with network members. It is mailed automatically to persons who have received any NFE publication as well as those who have specifically requested it. The two main purposes of the NFE Exchange are 1) to make timely contributions of substance to the field of NFE and 2) to stimulate interaction between members to become information resources for each other rather than relying on one point in the network as a center. To operationalize these objectives, the first three issues of the network newsletter contained a series of features, including, in every case where appropriate, the names and addresses of contacts. These features include: (1) an introduction acquainting network members with the resources represented in and available through each other's institutions; (2) a reference review describing studies, monographs, books and/or chapters within books judged to be of particular value on a selected topic; (3) personal notes describing activities of individual members and allowing readers to make direct in-put; (4) description of

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[4] See Appendix "B" for NFE Information Center brochure describing services and listing publications.

centers or institutes of special note; (5) announcements of forthcoming meetings; and (6) network publications including newsletters, journals, and acquisitions lists.

The fifth issue of the NFE Exchange, January 1977, marks the beginning of an expanded (8 pages) bimonthly newsletter which will highlight a substantive issue in the field of non-formal education and increasingly feature contributions (e.g., program descriptions, "how-to" implementation suggestions, resource reviews, solicitations for reader in-puts, etc.) from network participants.

A major recent effort of the NFE Information Center has involved services in connection with the international conference and workshop "Non-Formal Education and the Rural Poor," held at Michigan State University September 26 - October 3, 1976, which brought together 150 persons from 20 different countries. The staff of the Information Center prepared a conference exhibit of over 200 print materials representative of the field of non-formal education (on the themes of NFE/Rural Development - Theory and Issues, NFE/Agriculture, NFE/Health and Family Planning, NFE/Women and Development, NFE/Out-of-School Youth, NFE/Functional Literacy, NFE/Communication and Media; and including case studies highlighting efforts within various countries and regions). Donated materials from various agencies and institutions were solicited for free distribution to conference participants. The Information Center also provided for the distribution of several dozen conference papers and facilitated the ordering of particular NFE materials for the participants. Many of the Conference participants, in their evaluation comments, singled out the exhibit as being of particular usefulness and value.

It is obvious that such an exhibit could be assembled only with a rich NFE resource collection as back-up.

b. Special Task Requests

In addition to the requests to provide publications, the Information Center is looked to for a variety of services and assistance. Most of these requests can be divided into several kinds of tasks. The Information Center now has the capacity in network and material resources to answer most of these requests.

Whereas requests for topical searches for NFE print materials and for NFE centers and organizations numbered 40 during the first twenty-two months of the Center's existence, the Information Center has received 43 such requests in the last six months alone. These came from U.S. governmental personnel, NFE practitioners in the field overseas and domestically, and individuals affiliated with universities and non-governmental organizations. Each of these inquiries has required extensive efforts beyond the mailing of MSU/NFE publications; e.g., topical searches in our NFE materials collection, compilation of special listings of organizations, NFE Centers, etc., requesting of materials from publishers of authors in behalf of network members overseas, contacting persons within the network, etc.

Indeed, the volume of general correspondence with persons in the network is steadily increasing and now averages approximately forty incoming letters and requests per week. The Information Center averages a slightly larger outgoing response in letters, since some requests are for services to be extended to several persons. (One network member asked us to send a NFE Information

Center brochure and letter of invitation to the Network to sixty persons working in the field of NFE and community development.)[5]

(1) Requests for Topical Searches for NFE Print Materials

-- In the latter half of 1974 we received 8 such requests.

-- In the first half of 1975 we received 12.

-- In the latter half of 1975 we received 11.

-- In the first half of 1976 we received 22.

-- In the latter half of 1976 we received 31.

All of these requests were for any and all materials that we had about specific areas within non-formal education. Network people wanted bibliographies, copies of works they had heard of, and in some cases asked for help in ordering such materials from the authors or publishers.

Examples --

An AID consultant in Pakistan wanted materials on the role of women in development.

An Indian professor asked for references on non-formal education approaches to nutrition and preventative health programs.

FAO-Development Support Communications asked for a topical search on communications for rural development.

An extension worker in the Philippines wanted references on village extension projects.

The Minnesota Education Task Force asked for materials on community education and peer tutoring to assist them in an adult education project.

International Planned Parenthood Federation in London asked how they could obtain a number of our NFE Library materials.

A graduate student from Guatemala needed to know about radio for rural development in Latin America.

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[5]See Appendix "C" for illustrative correspondence from network members.

The Ministry of Education in Malaysia requested a bibliography of NFE materials so as to develop a library.

An organization in Salisbury, Rhodesia asked for materials on adult and community education.

The Dag Hammarskold Foundation requested a search on educational development (out-of-school) in Cuba, People's Republic of China, Peru, and Mexico.

The Botswana Extension College asked about in-service training projects for adult education.

The Director of the Overseas Education Fund of the League of Women Voters asked us to locate materials on the role of women in development.

AID/Zaire asked about materials on middle-level management training to aid them in project planning.

Emerging Patterns --

(a) Number of such requests is increasing.

(b) Number/proportion of requests from the developing countries is increasing in relation to earlier requests which came primarily from universities in the U.S. or international development agencies.

(c) 1976 requests are more for materials about NFE training programs (for middle-level technicians, extension workers, etc.) and about integrated communication-educational technology methods than for materials about NFE in general.

(2) Requests for Topical Searches to Locate NFE Centers or Agencies

-- In 1974, 4 such requests were received.

-- In 1975, 7

-- In 1976, 12

Persons making these requests wanted to extend their own networks in order to be better able to work with non-formal education in their own countries or areas of specialty.

Examples --

U.S. Office of Education wanted a list of innovative non-formal

education centers.

Syracuse University wanted us to contribute to a Handbook (International) of Resources for Education of Adults.

World Education wanted names of adult educators in developing countries.

Gandhi Peace Foundation in India wanted a list of NFE centers in India.

Overseas Liaison Council wanted names for their rural development network publications.

National Council for Adult Education and Training in Teheran (UNDP-UNESCO) wanted network and literacy linkages.

The World Scout Council wanted names of organizations dealing with community development and evaluation projects.

FUPLM - Brazilian radio organization wanted names for their network - asked for names of persons participating in our conference on "Non-Formal Education and the Rural Poor."

Korean Educational Development Institute requested a listing of institutes and organizations affiliated with NFE in Asia.

SENA in Colombia wanted more data about the NFE Information Center (who it served, etc.) and names of other organizations that were linked to it.

Christian Children's Fund wished to know of other development projects and agencies in Mexico.

A graduate student from the University of Wisconsin requested names and NFE organizations in Pakistan for his return home.

(3) Requests for the NFE Center to Invite Others into the Network

-- In 1974, 3 such requests were made.

-- In 1975, 8

-- In 1976, 29

These persons sent us lists of names of persons they wanted to benefit from being in the NFE network, or who could benefit the network by the contributions they were making in NFE (often both.)

Examples--

AID missions in 17 countries sent names.

The Director of the Bureau of Indian Affairs sent 46 names.

Comparative and International Education Society - 34 names.

U.S. Embassy, Bangkok, 8 names.

Sahmaunt, Coalition of Indian Controlled School Boards - 132 names.

ABT Brazil, Broadcasting Association - 16 names.

Director of Community Development, Services of the Lutheran World Services, Sussex, England - 7 names, requests for materials.

(4) Information Exchange/Requests to be Included in NFE Exchange

-- In 1975 (first publication), 10 requests

-- In 1976 (first six months), 21 requests

-- In 1976 (last six months), 27 requests

These requests offered information on conferences, book reviews, project abstracts, publication announcements, and personal notes sent in by network members. It does not include requests to be put on the mailing list to receive the NFE Exchange, of which we have had hundreds.

Examples --

Suggested book reviews.

University of Manchester, Adult Education Institute, conference announcement.

UNO-BAHIA - abstract of project in business and technical training, Brazil.

Theses abstracts from Thailand.

Educational Development Projects Task Force - Philippines.

FASE - Brazil - announcements.

Singapore National Youth Leadership Training Institute - offer to exchange notes.

South Pacific Commission - project description.

Research proposal for participatory education in several countries.

Xavier University - Philippines - description of Searsolin Center.

Medical Assistance Programs, International - announcement.

Book reviews from Los Banos Agricultural College - Philippines.

Nairobi, Institute of Adult Studies - conference announcement.

Asian and South Pacific, Bureau of Adult Education - exchange notes.

Ghana project abstract for NFE Exchange.

ICIT - exchange of newsletter items.

c. Requests for Information on Education and Training for NFE

The Non-Formal Education Information Center is increasingly receiving inquiries about the M.S.U. Program of Studies in Non-Formal Education and opportunities to study NFE, or to receive training in specific areas of non-formal education; i.e., adult education, agriculture extension, graduate programs, conferences and seminars.

-- In 1975, 18 such requests were received.

-- In 1976, 29 requests were received.

Examples --

For long-term degree programs:

Persons in Botswana, Nigeria, Paraguay, India, Rhodesia, Chile, Ethiopia, Jamaica, Philippines, Bangladesh, and the U.S. have asked both about MSU's program in non-formal education in terms of advanced degrees and have asked about other such centers. Most of these persons hold highly responsible jobs in the

ministries of their countries (the exception being American graduate students interested in NFE who have often had Peace Corps or other job experiences abroad).

For short-term non-degree programs:

-- FAO - Rome asked about such programs in agricultural extension and nutrition.

-- Mexican student in America asked about work in industrial-vocational training.

-- Council for Social Development, India.

-- AID consultant in Nigeria.

-- National Manpower and Youth Leadership Training Council of the Philippines

-- Liberian University asked about short term training in area of non-formal education for family planning and home economics.

For seminars and workshops:

-- Director of the Community Development Services of the Lutheran World Service asked about workshops.

-- Dominican Republic - information on how to set up a seminar.

-- U.S. Action Corps worker in a community development project for American Indians asked about seminars and conferences.

-- Partners for Americas inquired about collaborating on workshops.

-- School for International Training, Vermont, asked about short-term internships for their graduate students in international programs.

-- Jordanian student at Florida State University asked about seminars and workshops.

-- Pakistan, Bureau of Educational Planning, inquired about sharing conferences and short-term training.

For consultants:

We have also had several inquiries about the nature and staff of our Program of Studies in Non-Formal Education at M.S.U. within the context of our capability and desire to send short-term

consultants, faculty or advanced graduate students, to participate in program development in Nigeria, Zambia, Indonesia, etc. Specific requests have been for those knowledgeable in rural education, teacher training for rural areas, and agricultural extension.

3. Sources of These Requests

The persons who ask to participate in the network come from a wide variety of backgrounds, organizations, programs and occupations, all of which share an interest in non-formal education. Appendix "C", which is a sample of the correspondence received by the Information Center, provides personal notes on who and where these persons are and what they hope to accomplish. The following list gives a brief overview.

a. School of Education faculty in the U.S. and in developing countries.

b. Adult Education Officers.

c. AID consultants in NFE programs in developing countries.

d. Workers in Functional Literacy and Health programs.

e. Graduate students: Americans in U.S. universities
International students in American universities
Students in European universities - both European and foreign
Students in universities in the developing countries

f. Deans of Colleges of Agriculture, Education, etc.

g. Directors of Open University Projects, Distance Education Programs, etc.

h. Americans and host nationals working with international organizations in the developing countries: UNESCO, UNICEF, World Bank, YMCA, etc.

i. Documentalists building their own networks and information services.

j. Planners and researchers in Ministries of Education in developing countries.

k. Planners and researchers in community organizations in the U.S. and abroad.

l. Planners and researchers in funding agencies in the U.S. and abroad: Ford Foundation, Dag Hammarskold Foundation, German and Canadian Agencies for International Development, etc.

m. Extension agents in the developing countries.

D. Increasing Synergistic Participation within the NFE Network

This characteristic of the Non-Formal Education Information Center is the most salient and deserved of special attention. Since the beginning, one of the major objectives of the NFE Information Center at Michigan State University has been to identify and build-up a network of persons whose development concerns and work can both be served by, and contribute to, the knowledge gained in the practice of non-formal education. The idea of the network is to enable those persons seeking information about the nature and practice of NFE to have access to the experiences of others with similar concerns. There is a wealth of information and wisdom "out there" from so many who are working in development from various perspectives and at all levels. The network is not so much a matter of bringing together those who know about non-formal education and those who do not. Rather, it is a matter of increasing the awareness of, and opportunities for, the exchange of ideas and practices among people in all facets of development work.

This suggests an important area of work where we can now, much more than at any other time, really provide a service on a scale and scope that cannot be readily duplicated. The Center has reached the point where many incoming materials, which we receive in exchange for MSU/NFE publications, are of as much benefit, if not more, than the MSU publications themselves. The NFE Information Center is in a position to do what it most fully set out to do: stimulate the sharing of ideas and practices

regarding non-formal education, and act as a clearinghouse for distributing and linking the extensive, but often isolated, sources of information and service germane to NFE.

This capacity has been made possible because of the persistent desire and efforts of the network participants themselves, as well as the Center staff, to locate persons and NFE activities in all areas of the world. Persons who contact development agencies and/or non-formal education centers in their respective countries are increasingly directed to the NFE Information Center. Network people send us their own material which is pertinent to NFE, plus that which has come to them from other sources. They are most often the ones responsible for bringing other persons and organizations into the network. This enthusiastic participant response in contributing resources and calling attention to thought-provoking issues in NFE, greatly enhances the potential for the NFE Exchange and for other types of services which we can provide. A glance at our correspondence (see Appendix "C") will convey the fact that NFE practitioners find the network highly practical and a valuable source of inspiration and information.

It is well to point out that the knowledge flow in the NFE network is in many directions, not simply from the Center outward, nor in a so-called top-down direction. Knowledge flows in significant ways from "the field" to the Center, and impacts both the content and the process of the Center's endeavors. Participants in the network are national planners as well as "grass-roots" practitioners. They are community leaders and directors within NGOs. Exchange within the network occurs in meaningful ways among all of these various people. It moves in both directions, "bottom-up" and "top-down," and, most frequently, in a hori-

zontal manner. Such possibilities for multi-directional and multi-level exchange now exist primarily because we have had two and a half years to develop the network through the contributions of hundreds of persons who identify the Center as an important source of information.

It should also be mentioned that a broad spectrum of network participants have had direct personal contact with the Center. Foreign students, participants in the two international conferences on non-formal education held here, visitors from abroad as well as others from the U.S. have come to the Information Center. Those who contribute or request by mail information concerning NFE receive personal responses, sometimes from several different persons associated with the Center. This is made possible because we have the resources of the whole university upon which to draw in order to respond to special requests from network members. The Center also facilitates the contacting of resource persons within the network with each other. While such things are difficult to measure, the personal responses and considerations of the Center staff undoubtedly strengthen network participation and stimulate personalized and synergistic interaction within the network.

IV. Conclusions

The nature and volume of communication between network participants and the Information Center has revealed to us several important findings. First, on a world-wide scope, and especially in lesser developed countries, non-formal education is being given increasing attention as a means of furthering human development. It is employed in a vast range of integrated development programs, particularly, but not exclusively, in rural areas. Such concerns as the promotion of functional literacy, vocational skill training, preparation and use

of persons - people concerned about similar problems of development in the most human terms - persons who seek to link and contribute to a meaningful support network with others in non-formal education.

We are describing the workings of a rather unique knowledge network - one in which knowledge exchange has come to be the hallmark, rather than knowledge dissemination, per se. This suggests an interactive process of mutual enrichment and benefit, a format for critiquing the usefulness and applicability of various ideas and practices relating to non-formal education. Knowledge flows from the Field to the Center and from the Center to the Field (and from Field to Field and Center to Center), undergoing testing, refinement, and validation.

The Center is able to exchange, receive, and disseminate both conceptual and contextual knowledge because of its network dynamic. The characteristic relationship is one of partnership, with network participants (including the Center) playing alternating and often simultaneous roles of knowledge senders and recipients. Each point in the network is a potential knowledge source as well as a potential knowledge user. Orchestrating this process smoothly and efficiently, through its rich back-up of resources, has become the special task of the NFE Information Center, on behalf of the more than 2000 network participants.

V. Recommendations for the Future

There are three vital functions to be performed by the Center in the future, and we would like to suggest its continued support for two years. These functions are: (1) to use the Center's resources and expertise accumulated during the last two years to strengthen the ability of key existing regional and in-country agencies to perform NFE information and network functions; (2) to support MSU's consultative assistance program as it moves

away from the present contract to Basic Ordering Agreements and Indefinite Quantity Contracting; and (3) world-wide, to complete the work with the present network described in this report. Let us look briefly at these three vital functions.

Building NFE strength in Regions and Countries. This proposed effort would seem to be a natural way to multiply the returns on the investment in the Center during the last two years. Our experience would indicate that NFE information services do play a very positive role in the development process. People do use such services and apparently are assisted by them.

We now propose that during the next two years there be developed a series of centers of strength in this field, utilizing selected existing agencies, rather than building new ones. This report identifies an impressive list of development agencies in many regions of the world which are concerned with NFE. We would now like to discuss with AID a plan for sharing our know-how in order to bring this service closer to primary groups of users.

Support for Consultative Assistance. The NFE information service is a knowledge center for all of our consultation and technical assistance work. It tells us what is happening, where it's happening and why it's happening. We are called upon mostly because we do know what is happening in NFE on a world-wide basis. We always get the question: "What are they doing elsewhere and what can we learn from it." We need to know. We also need to be able to place in the hands of those with whom we work the latest and best information. Should the Center be discontinued at this time, our ability to assist those with whom we work would be seriously impaired.

Serving the present world-wide network. The services currently being performed by the Center probably constitute one of the least expensive forms of direct technical assistance. On a per capita basis the cost is modest indeed. Yet, the evidence we have available would suggest that the

benefits may be very substantial. Our capacity to respond to people with very real and specific questions is now well developed. More importantly, they are responding to us and to others in the network. A kind of mutual reinforcement and learning is going on which should characterize a good network. During the next two years we would like to sort out for special attention the specialist groups within the network (for example, those concerned with the education of out-of-school children and youth, those who work with families, those concerned with food, nutrition, and health, the basic education specialists, etc.), in order to link them together in more meaningful network components. There is much yet to be done and we would like to see how much of it can get done during the next two years.

APPENDIX "A" -- ORGANIZATIONAL AFFILIATIONS WITH THE NFE NETWORK

A

ABE, Montgomery, Alabama
Academy for Educational Development, Washington, D.C.
Academy for Rural Development, Comilla, Bangladesh
Academy for Rural Development, Peshawar, Pakistan
Accion Cultural Popular (ACPO), Bogota, Colombia
ACCION International/AITEC, Cambridge, Massachusetts
Accra Technical Training Centre, Accra, Ghana
A.C. - F.I.E.A., Alagoas, Brasil
ACTION, Washington, D.C.
Adams State College, Teacher Corps., Alamosa, Colorado
Addis Ababa University, Educational Research Centre, Addis Ababa, Ethiopia
Adult and Community Education Services, Division of City Schools, Manila, Philippines
Adult Education, Rio Piedros, Puerto Rico
Adult Education, Khartoum, Sudan
Adult Education Advisory Board, Lusaka, Zambia
Adult Education Association, Washington, D.C.
Adult Education Unit (A.B.U.), Samaru-Zaria, Nigeria
Advanced Teacher Training College, Winneba, Ghana
Affiliated Tribes of Northwest Indians, Advocates for Indian Education, Spokane, Washington
African Institute for Economics and Social Development (INADES), Abidjan, Ivory Coast
Agricultural Development Council, New York, New York
Agri-Service-Ethiopia, Addis Ababa, Ethiopia
Ahmadu Bello University, Zaria, Nigeria
Alabama State Department of Education, Montgomery, Alabama
Albuquerque Indian School, Albuquerque, New Mexico
ALER, Buenos Aires, Argentina
Alliance School of Theology and Missions, Nyack, New York
ALOHA Cottage, Lahore, Pakistan
American Association for the Advancement of Science, Washington, D.C.
American Association of Colleges for Teacher Education, Washington, D.C.
American Association of Community and Junior Colleges, Washington, D.C.
American Council on Education, Washington, D.C.; American Embassy, Upper Volta
American Home Economics Association, International Family Planning Project, Washington, D.C.
American Indian Education Consortium, Denver, Colorado
American Institute for Research, Palo Alto, California
American Library Association, Chicago, Illinois
American University, Washington Semester, Washington, D.C.
American University of Beirut, Beirut, Lebanon
Andragoski Centar, Zagreb, Yugoslavia
Andrews University, Educational Administration, Berien Springs, Michigan
Arizona State Department of Education, Phoenix, Arizona
Arizona State University, Center for Higher and Adult Education; Department of Home Economics; Tempe, Arizona
ASFEC-UNESCO Center, Menoufia, Egypt
Ashland Theological Seminary, Ashland, Ohio
The Asia Foundation, Bangkok, Thailand; Manila, Philippines
Asian Institute of Technology, Bangkok, Thailand
Asian Mass Communication and Research Centre, Singapore
Asian - South Pacific Bureau of Adult Education, Centre for Continuing Education, Canberra, Australia

Assembly Permanent Subcommittee of Post-secondary Education, Sacramento, California
Association of Canadian Community Colleges, Willowdale, Ontario, Canada
Association Tunisiene du Planning Familial, Tunis, Tunisia
ASTO, Madison, Wisconsin
ASUNCION, Washington, D.C.
Ateneo de Manila University, Department of Sociology and Anthropology, Manila, Philippines
Atlanta Association for International Education, Atlanta, Georgia
Atlantic Institute of Education, Halifax, Nova Scotia, Canada
Auburn University, Vocational and Adult Education, Auburn, Alabama
Australian Council for Overseas Aid, Canberra, Australia

B

Bangladesh Planning Commission, Dacca, Bangladesh
Bangladesh Water Development Board, Kushtia, Bangladesh
Bangladesh Work Camps Association, Dacca, Bangladesh
Bank of America, Training Department, San Francisco, California
Baptist Mid-Missions, Cleveland, Ohio
Bauchi State Council for Arts and Culture, Bauchi, Nigeria
Bengal Social Service League, Calcutta, India
Berea College, Work-Study Development Office, Berea, Kentucky
Bernard Van Leer Foundation, The Hague, Netherlands
Bicol University, College of Agriculture, Cuinobatan, Albay, Philippines
Board for Information on Youth and Community Service, Edinburgh, Great Britain
Boise State University Library, Boise, Idaho
Boston University, Department of Childhood and Curriculum Education, Boston, Massachusetts
Bowling Green State University, Department of Educational Foundations and Inquiry, Bowling Green, Ohio
Bowman Gray School of Medicine, Winston-Salem, North Carolina
BP3K, Departemen Pendidikan Kebudagaan, Jakarta, Indonesia
Brandeis University, Florence Heller School for Advanced Studies in Social Welfare, Waltham, Massachusetts
The British Council, London, England
Brookdale Community College, Institute of Applied Humanities, Lincroft, New Jersey
Buck Engineering, Farmingdale, New Jersey
Bureau of Agricultural Extension, Quezon City, Philippines
Bureau of Elementary Education, Manila, Philippines
Bureau of Indian Affairs, Education Programs, Washington, D.C.
Bureau International D'Education, Geneve, Switzerland
Bureau International D'Travail, Geneve, Switzerland
Bureau de Liason du DVV au Zaire, Kinshasa, Zaire
Bureau of Plant Industry, Cebe City, Philippines
Bureau of Prisons, Washington, D.C.
Bureau of Public Schools, Manila, Philippines
Bureau of Secondary Division, Manila, Philippines
Bureau of Special Continuing Education, Albany, New York

C

CADEC, Kingston, Jamaica
California State Department of Education, Sacramento, California
California State University, College of Education, Sacramento, California
CAMEO, Sao Paulo, Brasil
Camp Fire, Inc., New York, New York
Canadian Commission for Development and Peace, Montreal, Quebec, Canada
Canadian International Development Agency, Ottawa, Ontario, Canada
Canadore College, Ontario, Canada
Canberra College of Advanced Education, Canberra, Australia
Candeleria Project, Fundacion para la Educacion, Cali, Colombia
CARITAS-INDIA, New Delhi, India
Catholic Fund for Overseas Development, London, England
Catholic Media Council, Aachen, West Germany
Catholic Relief Services, USCC, New York, New York
CCC/HOK, Anchorage, Alaska
CEDEN, Bogota, Colombia
Cempae. Central de Documentacion, Mexico D.F., Mexico
Center for Endogenous Development, Tehran, Iran
Center for Learning, Great Neck, New York
Central de Juventudes, Bogota, Colombia
Central Luzon State University, Munoz, Nueva Ecija, Philippines
Central Office of Catholic Education, The Hague, Netherlands
Centre for Continuing Studies, Mbale, Uganda
Centre por le Developpement de L'Horticulture, Dakar, Senegal
Centre for Development of Instructional Technology, New Delhi, India
Centre D'Etudes et de Documentation Sur L'Afrique et L'Outre Mer, Paris, France
Centre de Formation de Journalists, Rabat, Morocco
Centro de Capacitacion para el Desarrollo de la Comunidad, Mexico D.F., Mexico
Centro de Capacitacion Popular, Cali, Colombia
Centro de Estudios Generales, Chihuahua, Mexico
CETEP, Fundacao Mobral, Rio de Janeiro, Brasil
Child Evangelism Fellowship of Hawaii, Inc., Honolulu, Hawaii
China Graduate School of Theology, Hong Kong, China
Chittagong University, Chittagong, Bangladesh
Choctau Board of Education, Philadelphia, Mississippi
Christian Action for Development in the Caribbean, Bridgetown, Barbados
Christian Missionary Fellowship, Addis Ababa, Ethiopia
Christian Service Committee of the Churches in Malawi, Blantyre, Malawi
Chulalongkorn University, Faculty of Education, Bangkok, Thailand
Chungnan National University, Dae Jong, Korea
Church Educational System, Church of Jesus Christ of the Latter Day Saints, Salt Lake City, Utah
Churchwomen United, New York, New York
Cido Basicode Chilibre, La Ciudad de Panama, Panama
CIMDER, Cali, Colombia
CIMYT, Mexico D.F., Mexico
City University of New York, Brooklyn College, Queens College, New York, New York
Clarion State College, Research Learning Center, Clarion, Pennsylvania
Cleveland State University, Higher Education Program, Cleveland, Ohio
CNIECA, San Cristobal, Dominican Republic
CODEL, New York, New York

Colegio de Bachilleris, Mexico D.F., Mexico
Colegio Cardenas, Palmira Vale, Colombia
Colegio Internacional de Carabobo, Carabobo, Venezuela
Colegio de Postgraduados, Chapingo, Mexico
Colegios Chilenos, Santiago, Chile
College des Coudriers, Geneve, Switzerland
College Entrance Exam Board, Princeton, New Jersey
College of St. Mark and St. John, Plymouth, England
Colombia Institute for the Promotion of Higher Education, Bogota, Colombia
Colorado State Department of Education, Lakewood, Colorado
Columbia University, Teachers College, New York, New York
Combustion Engineering, Inc., Enugu, Nigeria
Commissao de Coudriers, Geneve, Switzerland
Commonwealth Secretariat, Library, London, England
Communicatio Socialis, Aachen, West Germany
Community College, Pago Pago, Samoa
Community Development Foundation, New York, New York
Community Resource Development, Sharon, Pennsylvania
Comunicador Social, Bogota, Colombia
Connecticut State Department of Education, Vernon, Connecticut
Consejo Nacional Tech. de la Educacion, Mexico D.F., Mexico
CONICIT, Montevideo, Uruguay
Cooperative Resources Committee, Washington, D.C.
Coordination Secretariat of Non-formal Education, Guatemala City, Guatemala
CO PE SE, Porto Alegre, Brasil
Cornell University, Department of Rural Sociology, Department of Communication Arts, Ithaca, New York
Crow Creek Sioux Tribe, Fort Thompson, South Dakota
C.S.I.I. Training Center, Kerala, India
Councilfor AdministrativeRationalization, La Paz, Bolivia
Council for Research Development, New Delhi, India
Cuba Independent Schools, Cuba, New Mexico

D

Dacca University, Foundation for Research on Educational Planning and Development, Dacca, Bangladesh
Dag Hammerskjold Foundation, Uppsala, Sweden
Dakota Wowapipahi Community Library, Marty, South Dakota
Danish National Institute of Social Research, Copenhagen, Denmark
Dansalan College, Community Service, Iligan City, Philippines
Dawson College, Montreal, Quebec, Canada
D.C.S.A.-Esalq-C.P.G., Piracicaba, Brasil
De La Salle University, Manila, Philippines
Delaware State Department of Education, Bridgeville, Delaware
Departamento de Ensino Supletivo, Goiania, Brasil
Department of Agriculture, Kathmandu, Nepal
Department of Agriculture, Entebbe, Uganda
Department of Agriculture, United States, Extension Service, Salem, Oregon
Department of Adult Education, Toronto, Ontario, Canada
Department of Education, Victoria, British Columbia, Canada
Department of Education, Saipan, Mariana Islands
Department of Public Instruction, Des Moines, Iowa
Department of Social Welfare and Community Development, National Adult Education Training Centre, Kwaso-Ejisu, Ghana

Department of Supletive Education, Parana, Brazil
De Rance, Inc., Milwaukee, Wisconsin
Deutscher Volkshochschul-Verband e.V., Bonn, West Germany
Deutsche Stiftung für International Entwicklung, Bonn, West Germany
Development Alternatives, Inc., Washington, D.C.
Development Through Cooperation Campaign, Addis Ababa, Ethiopia
Diocesaan Pastoraal Diens Tencentrum, Huis Ter Heide, Netherlands
Directorate of Non-Formal Education, New Delhi, India
District of Columbia Public Schools, Washington, D.C.
Divisional Adult Education Office, Bauchi State, Nigeria
Dominica Community High School, Roseau, Dominica
DP3K, Jakarta, Indonesia
DP3M, Department of Education, Jakarta, Indonesia
Drexel University, Philadelphia, Pennsylvania

E

Earlham College, Richmond, Indiana
Eastern Michigan University, Department of Education, Ypsilanti, Michigan
Eastern Research and Planning Council, Staten Island, N.Y.
East-West Center, Honolulu, Hawaii
ECONDESIGN, INC., Cambridge, Massachusetts
Economic Development Bureau, New Haven, Connecticut
Edinboro State College, Political Science Department, Edinboro, Pennsylvania
Educación Hoy, Bogotá, Colombia
Educational Development Center, Newton, Massachusetts
Educational Development Projects Implementing Task Force, Makati, Rizal, Philippines
Educational Media Service, Nairobi, Kenya
Educational Service Center, Region XI, Fort Worth, Texas
Educational Television Department, Program Technology, Ministerio de Educación, Asunción, Paraguay
Educational Testing Service, Princeton, N.J.
Education Technology Project, UNICA, Bogotá, Colombia
Edward W. Hazen Foundation, New Haven, Connecticut
Egyptian Family Planning Association, Cairo, Egypt
Emmanual Gospel Center, Boston, Massachusetts
ENTRAIDE ET FRATERNITE, Brussels, Belgium
Entrepreneurial Development, Wayland, Massachusetts
ERIC/Cress, Las Cruces, New Mexico
ERIC/Clearing House on Urban Education, New York, New York
ERIC/National Institute of Education, Washington, D.C.
ERIC/SMEAC, Columbus, Ohio
ESCAP (ESCAFE), Bangkok, Thailand
Escuela Particular Primairie de Negritos, Talara, Peru
European Center for Higher Education, Bucharest, Romania
E.W.W.A., Addis Ababa, Ethiopia
Experiment in International Living, Brattleboro, Vermont
Extension, Education and Cooperative Promotion Department, Arusi Rural Development Unit, Addis Ababa, Ethiopia

F

Family Therapy, Sebring, Florida
FAO Library, Rome, Italy

FASE, Rio de Janeiro, Brasil
Federal Land Development Authority, Kuala Lumpur, Malaysia
Federal Ministry of Education, Lagos, Nigeria
Federation of Rocky Mountain States, Denver, Colorado
FEPLAM, Porto Alegre, Brasil
Fiji Teacher's Union, Suva, Fiji
Florida State Department of Education, Tallahassee, Florida
Florida International University, Miami, Florida
Florida State University, Center for Educational Technology, College of Education, Department of Social Studies in Education, Tallahassee, Florida
Florissant Valley Community College, St. Louis, Missouri
Ford Foundation, Colombia, New York, Pakistan, Thailand
Foreign and International Book Company, Flushing, New York
Foundation for Community Creativity, Inc., Washington, D.C.
Franklin Books Program, Tehran, Iran, New York, New York
Franklin and Marshall College, Lancaster, Pennsylvania
Free University Network, Manhattan, Kansas
Friends School, Sandy Spring, Maryland
Fundacao Mobral, Rio de Janeiro, Brasil
Fundación para el Desarsollo de la Región Centro Occidental de Venezuela, Barquisimeto, Venezuela
Fundación G & W Dominicana, Inc., La Romana, Republica Dominicana

G

General Land Development Authority, Juala Lumpur, Malaysia
Georgetown University, Washington, D.C.
George Washington University, School of Education, Washington, D.C.
George Williams College, Department of Social Science, Downers Grove, Illinois
Georgia College, Milledgeville, Georgia, Education Department
Georgia Institute of Technology, International Development Data Center, Atlanta, Georgia
Georgia State Department of Education, Atlanta, Georgia
German Adult Education Association, African Bureau, Accra, Ghana
German Institute for African Studies, Hamburg, West Germany
Gezira Scheme, Musaad, Sudan
Ghandi Peace Foundation, New Delhi, India
Ghandi Shikshan Bhavan, Bombay, India
Gojjam Provincial Education Office, Ceberemarkos, Ethiopia
Government Training College Lyallpur, Lyallpur, Pakistan
Grace College Library, Winona Lake, Indiana
Grand Rapids Baptist College, Grand Rapids, Michigan
Grand Rapids Public Schools, Community Education, Grand Rapids, Michigan
Grand Valley State College, Allendale, Michigan

H

Hacettepe University, Institute of Psychology, Ankarra, Turkey
Haile Sellassie I University, Addis Ababa, Ethiopia
Hampton Institute, Huntington Library, Hampton, Virginia
Harvard Educational Review, Cambridge, Massachusetts
Harvard University, Center for Studies in Education and Development, Monroe C. Gutman Library, John F. Kennedy School of Government, Cambridge, Massachusetts

Haskell Indian Junior College, Lawrence, Kansas
Hawaii State Department of Education, Honolulu, Hawaii
Hebrew University, Rechovot, Israel
HEW/Office of Education, Silver Spring, Maryland
Honduras Development Foundation, Tegucigalpa, Honduras
Howard University, School of Human Ecology, Washington, D.C.
Humbolt State University, Department of Education, Arcata, California

I

I.A.A.S., Kathmandu, Nepal
ICC, Ann Arbor, Michigan
IDEA, Santo Domingo, Dominican Republic
IDEAS, Nederland, Colorado, Washington, D.C.
IDUR, Toluca, Mexico
I.I.A.L.M., Tehran, Iran
I.I.S.U., Catolica, La Paz, Bolivia
Ikatan Sarjana Pendidikan dan Pembangunan Sosial Indonesia (Association of Educationalists and Social Development) Jakarta, Indonesia
IKIP - Kristen, Salatiga, Indonesia
IKIP - Padang, Padang, Sumatra, Indonesia
IKIP - Semarang, Semarang, Indonesia
IKIP - Surabaja, Surabaja, Java, Indonesia
IKIP - Surakarta, Solo, Java, Indonesia
IKIP - Ujung Pandang, Ujung Pandang, Sulawesi, Indonesia
ILESA, Western State, Nigeria
Illinois Department of Education, Springfield, Illinois
Illinois Office of Education, Department of Bilingual Education, Chicago, Illinois
INCAP, Division of Human Development, Guatemala City, Guatemala
Indiana State Department of Public Institutions, Adult Education, Indianapolis, Indiana
Indiana University, International and Comparative Education, Latin American Studies, Department of Political Science, Bloomington, Indiana
Indian Council of Social Science Research, New Delhi, India
Indian Institute of Management, Vastrapur, Ahmedhabad, India
Indian Institute of Mass Communication, New Delhi, India
Indonesia, Embassy of the Republic of, Bethesda, Maryland; Washington, D.C.
Indonesian Moslem Library, Bogor, Indonesia
Institute of Adult Education, Dar-es-Salaam, Tanzania
Institute of American Indian Arts, Santa Fe, New Mexico
Institute for Continuing Education, Benin City, Nigeria
Institute of Developing Economics, Tokyo, Japan
Institut für Erziehungswissenschaft de Universitat Tubingen, Tubingen, Germany
Institute of Extension Studies, Liverpool, England
Institute of Nutrition of Central America and Panama, Guatemala City, Guatemala
Institute of Rural and Regional Studies, Yogyakarta, Indonesia
Institute for Social and Economic Change, Bangalor, India
Institute of Social Studies, The Hague, Netherlands
Instituto de Cultura Popular, Pra. de Santa Fe, Argentina
Instituto de Estudios Avancados, Rio de Janeiro, Brasil
Instituto Tecnologico de Cochabamba, Cochabamba, Bolivia
Instituto Torcuato De Tella, Buenos Aires, Argentina
Instructional TV Planning Office, San Salvador, El Salvador

Instytut Atrycanistyczny Universitetutu, Warsaw, Poland
Integrated Rural Development Department, Kabul, Afghanistan
Integrated Rural Development Programme, Dacca, Bangladesh
Inter-American Development Bank, Washington, D.C.
Inter-American Foundation, Rosslyn, Virginia
Intercultural Communications Network, Jamestown, Colorado
International Agricultural Development Service
International Association of Schools, New York, New York
International Audio Visual Resource Service, London, England
International Bank for Reconstruction and Development, Rural Development Division, Washington, D.C.
International Broadcast Institute, London, England
International Center for Research on Women, Washington, D.C.
International Correspondance Institute, Brussels, Belgium
International Council for Adult Education, Ontario Institute for Studies in Education, Toronto, Canada
International Council for Educational Development, Essex, Connecticut
International Development Research Center, Ottawa, Ontario, Canada
International Education Centre, Halifax, Nova Scotia, Canada
International Extension College, Cambridge, England
International Institute for Adult Literacy Methods, Tehran, Iran
International Institute for Educational Planning, Paris, France
International Linkages in Higher Education, Washington, D.C.
International Planned Parenthood Federation, New York, New York
International Voluntary Services, Dacca, Bangladesh
Iowa State University, College of Home Economics, Ames, Iowa
IPAR, Buea, United Republic of Cameroon
Island Resources Foundation, St. Thomas, Virgin Islands
Itawanba Junior College, Tupelo, Mississippi

J

Joint Embassy School, Jakarta, Indonesia
JOM, Consortium of Region IV, Toppenish, Washington
JOM/Higher Education, Winnebago Tribe, Winnebago, Nebraska
Jones and Lamson, Claremont, New Hampshire
Juniata College, Department of Political Science, Huntington, Pennsylvania

K

Kabul University, Kabul, Afghanistan
Kankakee Community College, Bourbannais, Illinois
Kansas State Department of Education, Adult Education, Topeka, Kansas
Kansas State University, College of Education, Manhattan, Kansas
Kasetsart University, Agricultural Development Council, Inc., Bangkok, Thailand
Katedra Za Pedagogiju, Filozofski Facultet, Skopje, Yugoslavia
Katpadi Industrial Institute, Katpadi, India
Kaunlaran Multi-Purpose Center, Manila, Philippines
The Kellogg Foundation, Battle Creek, Michigan
Kent State University, Kent, Ohio
Kibaha Education Centre, Dar-es-Salaam, Tanzania
Korean Educational Development Institute, Seoul, Korea

Laboratorio Internacional de Educación, Caracas, Venezuela
La Trobe University, Bundoora, Victoria, Australia
League of Women Voters, Overseas Education Fund, Washington, D.C.
Librarie Internationale, Paris, France
Library of Congress, Washington, D.C.
Lilly Endowment, Inc., Indianapolis, Indiana
Linkoping, School of Education, Linkoping, Sweden
Literacy House, Luchnow, India
Loneman School, Oglala, South Dakota
Los Angelos City School, Los Angelos, California
Loughry Agricultural College, Tyrone, Northern Ireland
Louisiana State Department of Education, Baton Rouge, Louisiana

M

The Macy Foundation, New York, New York
Maine State Department of Education, Winthrop, Maine
Makerere University, Department of Education, Kampala, Uganda
MAP International, Wheaton, Illinois
Marga Institute Library, Colombo, Sri Lanka
Martin Luther King Center, Kankakee, Illinois
Maryknoll Fathers, Maryknoll, New York
McGill University, Montreal, Quebec, Canada
Medaille College, Buffalo, New York
Medical Assistance Programs, Inc., Wheaton, Illinois
Memorial University, Institute for Research in Human Abilities, St. Johns, Newfoundland, Canada
Mennonite Central Commitee, Santa Cruz, Bolivia
The Methodist Centre, Bombay, India
Metropolitan State College, Denver, Colorado
Miami-Dade Community College, Miami Beach, Florida
Michigan State Department of Education, Lansing, Michigan
Michigan State University, Institute for Agricultural Education; Continuing Education; Institute for Family and Child Studies; Racial and Ethnic Studies; College of Education; African Rural Employment Library; East Lansing, Michigan
Middle East Development Divison, British Embassy, Amman, Jordan
Ministere de L'Economie, Division des Resources Humaines, N'Djamana, Chad
Ministerio de Educacao, Brasilia, Brasil
Ministerio de Ecucacao Nacional, Lisboa, Portugal
Ministerio de Educación, Colombia Institute for the Promotion of Higher Education, Bogotá, Colombia
Ministerio de Educación, Comision de Reforma Educativa, Tegucigalpa, Honduras
Ministerio de Educación, Asuncion, Paraguay
Ministerio de Educacion, Lima Peru
Ministerio de Educación, Caracas, Venezuela
Ministerio de Educación Publica, Oficina de Curriculum, Managua, Nicaragua
Ministerio de Planeamiento y Coordinación, La Paz, Bolivia
Ministry of Agriculture, Buea, Cameroon
Ministry of Agriculture and Rural Economy, Honaira, British Solomon Islands Protectorate
Ministry of Cooperatives and National Mobilization, Kingston, Georgetown, Guyana
Ministry of Cooperative and Social Service, Board of Adult Education, Nairobi, Kenya
Ministry of Economic Development, Georgetown, Guyana
Ministry of Education, Nicosia, Cyprus

Ministry of Education, Quito, Ecuador
Ministry of Education, Adult Education, San Salvador, El Salvador
Ministry of Education, Addis Ababa, Ethiopia
Ministry of Education, Community Education Divison, Jakarta, Indonesia
Ministry of Education, Tehran, Iran
Ministry of Education, Kingston, Jamaica
Ministry of Education, Maseru, Lesotho
Ministry of Education, Adult Education Division, Katmandu, Nepal
Ministry of Education, Adult Education, Bauchi, Nigeria
Ministry of Education, Islamabad, Pakistan
Ministry of Education, Primary Education, Panama City, Panama
Ministry of Education, Cultural Affairs and Sports, Dacca, Bangladesh
Ministry of Education, Functional Literacy, and Family Planning, Adult Education Division, Bangkok, Thailand
Ministry of Education and Social Development, Georgetown, Guyana
Ministry of Education and Social Welfare, New Delhi, India
Ministry of Education, Youth and Sports, Suva, Fiji
Ministry of Finance, Port-of-Spain, Trinidad
Ministry of Food, Agriculture and Rural Development, Islamabad, Pakistan
Ministry of the Interior, Community Development Department, Bangkok, Thailand
Ministry of Labor, Servicio Nacional de Formacion de Mano de Obra, La Paz, Bolivia
Ministry of National Community Development and Social Affairs, Addis Ababa, Ethiopia
Ministry of Overseas Development, London, England
Ministry of Science and Higher Education, Tehran, Iran
Ministry of Youth, Culture and Sports, Kuala Lumpur, Malaysia
Minnesota State Department of Education, Stillwater, Minnesota
Minnesota Literacy Council, Inc., Prior Lake, Minnesota
Missionary Internship, Farmington, Michigan
Montana State Department of Education, Jefferson City, Montana
Montclair State College, Department of Adult and Continuing Education, Verona, New Jers
Morehead State College, Johnson Camden Library, Morehead, Kentucky, and Appalachian Adult Education Center, Washington, D.C.
Mott Foundation, Flint, Michigan
Mount Carmel International Training Centre for Community Services, Haifa, Israel
Mount Mary Immaculate, Oblate Center Lafayette, California

N

N.A.C. Alternative Education Center, Chicago, Illinois
NACHE, Reston, Virginia
NADSA, Region IX, Lewisburg, Pennsylvania
NAPCAE, Wheaton, Maryland
National Adult Education Centre, Mogadishu, Somalia
National Centre for Adult Education and Training Project, Tehran, Iran
National Directorate for Functional Literacy and Adult Education, Kabul, Afghanistan
National Education Association, Washington, D.C.
National Education Commission Library, Bangkok, Thailand
National 4 H Club Foundation, International Division, Washington, D.C.
National Institute of Adult Education, Leicester, England
National Institute of Agricultural Education, London, England
National Institute of Agricultural Investigations, Quevedo, Los Rios, Ecuador
National Institute of Education, Washington, D.C.
National Manpower and Youth Council, Legazpi City, Philippines
National Planning Commission, Kathmandu, Nepal

National Social Action Centre, Bangkok, Thailand
National Taiwan University, Department of Agricultural Extension, Taipei, Taiwan, Republic of China
Native American Programs, Pullman, Washington
NAYA-BAS, Churu, Rajasthan, India
N.C.E.R.T., N.I.E. Campus, Department of School Education, New Delhi, India
Near East Foundation, New York, New York
Nebraska Department of Education, Lincoln, Nebraska
Nevada State Department of Education, Carson City, Nevada
New Jersey Consortium, Princeton, New Jersey
New Jersey State Department of Education, Cherry Hill, New Jersey
New Mexico Department of Education, Santa Fe, New Mexico
New York City Community College, Brooklyn, New York
New York State Department of Education, Albany, New York
New York University, Bobst Library, Department of International Education, New York, New York
New Zealand Council for Educational Research, Wellington, New Zealand
Nigerian Army, Educational Branch, Lagos, Nigeria
Nigerian National Council for Adult Education, Lagos, Nigeria
Nolit Publishing House, Beograd, Yugoslavia
North Carolina Department of Community Colleges, Raleigh, North Carolina
North Carolina State University, Department of Adult College and Community Education, Department of Sociology and Anthropology, Raleigh, North Carolina
Northeastern University, Department of Economics, Boston, Massachusetts
North Oxford Overseas Centre, Oxford, England
North Texas State University, Denton, Texas
Northwestern University Library, Evanston, Illinois
Nova University, Institute for International Studies and Research, Fort Lauderdale, Florida
NTTF Technical Training Centre, Karnatak, India
NWREL, Adult Education, Portland, Oregon

O

Oakland University, Rochester, Michigan
Oblate Fathers, Montreal, Canada
Ocean County College, International Education, Tom's River, New Jersey
Office of Education, United States, McLean, Virginia
Office of Technological Assessment, Congress of the United States, Washington, D.C.
Office of Vocational Preparation, Quezon City, Philippines
Oficina Nacional de Progreso Social, Paraguay
OFSE, Austrian Foundation for Development, Vienna, Austria
Ohio State Department of Education, Grove City, Ohio
Ohio State University, Center for Vocational Education, Columbus, Ohio
Oklahoma State University, Family Study Center, Stillwater, Oklahoma
Ontario Institute for Studies in Education, Toronto, Ontario, Canada
Open Doors, Ermelo, Holland
Oregon State Department of Education, Salem, Oregon
Organization of American States, Department of Educational Affairs, Washington, D. C.
Orientamenti Pedagogici, Rome, Italy
Oxford Mission, Calcutta, India

P

Pacific Union College, Angwin, California

Pakistan Television Corporation, Ltd., Rawalpindi, Pakistan
Panafrican Institute for Development, Dovala, Cameroon
Papua New Guinea University of Technology, Papua New Guinea
Partnership in Third World Ministry, Abington, Pennsylvania
Pastoral Institute, Ibadan, Nigeria
Peace Corps., Kenya, Guatemala, Chile
Pennsylvania State Department of Education, Elizabethville, Pennsylvania
People's Open University, Islamabad, Pakistan
Philippines Christian College, Research and Publications Center, Manila, Philippines
Philippine Normal College, Manila, Philippines
Phoenix College, Phoenix, Arizona
Pioneer Girls, Inc., Wheaton, Illinois
Polaroid Corporation, Belmont, Massachusetts
Pollock Pines School District, Pollock Pines, California
Pontifical Universidade Catolica de Rio de Janeiro, Rio de Janeiro, Brasil
Population Council, New York, New York
Population Education Specialists, Washington, D.C.
Prairie View A and M University, College of Agriculture, Prairie View, Texas
Practical Concepts, Inc., Washington, D.C.
Profamilia, Bogotá, Colombia
Programa de Educación Basica Rural, Guatemala City, Guatemala
Programa Regional del Empleo para America Latina y el Caribe
PRRM, San Isloro, Nueva Ecija, Philippines
Public Corporation for Worker's Education, Khartoum, Sudan
Public Health College Library, Gondar, Begemidr, Ethiopia
Public Schools of the District of Columbia, Washington, D.C.
Public Service Satellite Consortium, San Diego, California
Punjab Education Department, Curriculum Research and Development Centre, Lahore, Pakistan

R

Rand Africaans University, Johannesburg, Republic of South Africa
The Raskob Foundation, Wilmington, Delaware
Regional College of Education, Bhopal, India
Regional Education Office, Indramayu, Indonesia
Regional Education Office, Chiangmai, Thailand
Regional Office for Education, Beirut, Lebanan
Rhode Island Department of Education, Cranston, Rhode Island
Rockland Community College, Rockland Center for International Studies, Suffern, New York
Roseville Area Schools, St. Paul, Minnesota
Rural Youth Movement Council, Perth, Western Australia

S

St. Andrew's Presbyterian College, Laurinburg, North Carolina
St. John's College, Belize City, Belize
St. Theresa's College, Manila, Philippines
St. Xavier's College, Bihar, India
Salvation Army, New York, New York
San Antonio Literacy Company, Inc., San Antonio, Texas
San Francisco State University, Library, San Francisco, California
San Jose State University, Department of Sociology, San Jose, California
San Juan Bilingual Program, San Juan Pueblo, New Mexico

Satya Wacana Christian University, Brookport, New York
Savannah State College, Department of Education, Savannah, Georgia
Save the Children Federation, New York, New York
School for International Training, Brattleboro, Vermont
Science Screen Report, Inc., New York, New York
SEAMEO, Bangkok, Thailand
Secretaria de Salud Publica y Asistencia Social, Santo Domingo, Dominican Republic
Sekolah Kebangsaan Telok Kechai, Alor Star, Kedah, Malaysia
Sekretariat Redaksi, Jakarta, Indonesia
SENAI, Sao Paulo, Brasil
SENAC, Divison of Vocational Education, 7e Rio G B, Brasil
Seneca College, International Programmes, Willowdale, Ontario, Canada
Servicio Nacional de Aprendisage, SENA, Villavicencio, Colombia
CESE-CEADIF, Brasilia, Brasil
Silpakorn University, Nakorn Pathem, Thailand
Simmons College, Boston, Massachusetts
Social Work and Research Centre, Ajmer, Rajasthan, India
Soong Jun University at Taejon, Taejon, Korea
Societe d'Etudes pour le Developpement Economique et Social, Paris, France
South Carolina State Department of Education, Columbia, South Carolina
South Pacific Commission, Noumea, New Caledonia
Southern Baptist Convention, Home Mission Board, Atlanta, Georgia
Southern Illinois University, Department of Curriculum, Instruction and Media, International Education, Carbondale, Illinois
Southern Methodist University, Fondren Library, Dallas, Texas
Southwestern College, Chula Vista, California
Southwestern Indian Polytechnic Institute, Albuquerque, New Mexico
Spokane Public Library, Spokane, Washington
Springfield College, Division of Community Education, Springfield, Massachusetts
Sripakarinwirot University, Continuing Education Department, Mahasarakarm, Thailand
Stanford University, School of Education, Stanford Medical Center, Stanford, California
State Community Development Center, Ioph, Perak, Malaysia
State Commission for Postsecondary Education, Frankfort, Kentucky
State Library of Florida, Tallahassee, Florida
State Planning Services Agency, Indianapolis, Indiana
State University of New York, at Brockport, at Genesee, at Stony Brook, New York
Sunburst Public Schools Library, Sunburst, Montana
Swaziland Agricultural College and University Centre, Luyengo, Swaziland
Synod Secretariat, Madras, India
Syracuse University, Syracuse Teacher Corps, Syracuse, New York
Syria, Embassy of, Washington, D.C.

T

Tamil Nadu Board of Continuing Education, Mylapore, Madras, India
TARESA, Huntsville, Alabama
Teacher's Training College, Khulua, Bangladesh
Technical Assistance Bureau, Office of Nutrition, Washington, D.C.
Telemedicine Project, Kathmandu, Nepal
Texas Educational Agency, Austin, Texas
Texas Technical University, Special Services Program, Lubbock, Texas
Thailand Rural Reconstruction Movement, Bangkok, Thailand
Thomas A. Dooley Foundation, New York, New York

Today Publication, Washington, D.C.
Top of Alabama Regional Education Association, Huntsville, Alabama
Torrens College of Advanced Education, Torrensville, South Australia
Trenton State College Library, Trenton, New Jersey
Trocaire/Irish Commission for Justice and Peace, Dublin, Ireland
Turkey, Embassy of, New York, New York
Tuskegee Institute, Human Resources Development Center, Tuskegee, Alabama

U

Union County College, Cranford, New Jersey
United Bible Societies, Nairobi, Kenya
United Church of Canada, Division of World Outreach, Toronto, Ontario, Canada
United Methodist Church, Board of Global Ministries, New York, New York
U.N. Centre for Regional Development, Nagoya, Japan
UNDP, Ghana, Bolivia, Ethiopia, Thailand, Iran...
UN Economic Commission for Africa, Addis Ababa, Ethiopia
UN Economic Commission for Latin America (CEPAL), Santiago, Chile
UNESCO, Ethiopia, France, Afghanistan, New York, Germany...
UNICEF, New York, Thailand, Indonesia...
UNIDO, Vienna, Austria
Universidad de Antioquia, Universidad - Desescolarizada, Medellin, Colombia
Universidad Autonoma de Madrid, Departamento de Sociologia, Madrid, España
Universidad Catolica Boliviana, Instituto de Investigaciones Socioeconomicas, La Paz, Bolivia
Universidad Católica de Chile, PIIE, Santiago, Chile
Universidad de Chile, Departamento de Economia, Santiago, Chile
Universidade Federal de Bahia, Salvador, Bahia, Brasil
Universidad Federal de Ceara, Centro de Ciencias Agrarias, Fortaleza, Brasil
Universidad Javeriana, Bogotá, Colombia
Universidad de Lima, Lima, Peru
Universidad de Los Andes, Bogotá, Colombia
Universitas Kristen, Salatiga, Indonesia
Universitat Kiel, Bibliothek des Instituts für Weltwirtschaff as der Universitat Kiel, Germany
Universite de Gand, Department de Methologie, Gent, Belgium
Universite de Geneve, Geneve, Switzerland
Universite Laval, Faculte des Sciences de L'Education, Quebec, Canada
l'Universite de de Montreal, La Librairie, Montreal, Quebec, Canada
University of Adelaide, Department of Economics, Adelaide, South Australia
University of Alaska, Center for Northern Educational Research, Fairbanks, Alaska
University of Alberta, Department of Educational Foundations, Department of Agricultural Economics and Rural Sociology, Edmonton, Canada
University of Akron, Akron, Ohio
University of the Americas, College of Education, Puebla, Mexico
University of Arkansas, Library, Fayetteville, Arkansas
University of Botswana, Gaborone, Botswana
University of Botswana, Lesotho and Swaziland, Kwaluseni, Swaziland
University of Bradford Library, Bradford, England
University of Bristol Library, Bristol, England
University of British Columbia, Vancouver, British Columbia, Canada
University of Calgary Library, Calgary, Alberta, Canada
University of California at Berkeley, Program in International Educational Finance, Afro-American Studies, School of Education, Berkeley, California

University of California at Davis, Department of Applied Behavioral Sciences, Davis, California
University of California at Los Angelos, Department of Psychology, Los Angelos, California
University of Cape Coast, Centre for Educational Planning and Research, Cape Coast, Ghana
University of Chicago, Comparative Education Center, Chicago, Illinois
University College Cardiff, Faculty of Education, Cardiff, Great Britain
University of Edinburgh, Centre of African Studies, Edinburgh, Scotland
University of Extension, Edmonton, Alberta
University of Florida, Department of Speech, Gainesville, Florida
University of Fort Hare, Republic of South Africa
University of Georgia, Adult Education Department, Athens, Georgia
University of Ghana, Faculty of Agriculture, Accra, Ghana
University of Guam, Community Development Institute, Agana, Guam
University of Guelph, Centre for International Programmes, Guelph, Ontario, Canada
University of Guyana, Faculty of Education, Georgetown, Guyana
University of Hawaii, College of Education, Honolulu, Hawaii
University of Ibadan, African Regional Health Education Centre, Ibadan, Nigeria
University of IFE, Department of Economics, Department of Continuing Education, Nigeria
University of Illinois at Urbana-Champagne Library, Urbana, Illinois
University of Indiana, Bloomington, Indiana
University of Iowa Libraries, Iowa City, Iowa
University of Keele, Institute of Education, Keele, Staffs, England
University of Kentucky, Lexington, Kentucky
University of Kerala, Department of Aquatic Biology, Kerala, India
University of Liberia, UNDP/SF/FAO College of Agriculture and Forest Project, Monrovia, Liberia
University of London, Institute of Education, London, England
University of Louisville, Center for International Education, Louisville, Kentucky
University of Maine, College of Education, Raymond H. Fogler Library, Orono, Maine
University of Manchester, Department of Adult Education, Manchester, England
University of Manitoba, Elizabeth Dafoe Library, Winnipeg, Manitoba, Canada
University of Maryland, Center for Community Educational Development, College Park, Maryland
University of Massachusetts, Center for International Education, Amherst, Massachusetts
University of Michigan, Institute of Gerontology, Ann Arbor, Michigan
University of Minnesota, Department of Secondary Education, Duluth, Minnesota
University of Missouri, Columbia, Missouri
University of Nairobi, Institute for Development Studies, Institute of Adult Studies, Nairobi, Kenya
University of Nebraska, Teacher's College, Lincoln, Nebraska
University of Nevada, Las Vegas and Reno, Nevada
University of New England, Faculty of Education, Armidale, New South Wales, Australia
University of North Carolina, School of Education, Greensboro, North Carolina
University of Nottingham Library, Nottingham, England
University of Oregon, College of Education, Eugene, Oregon
University of Oxford, Department of Education Studies, Oxford, England
University of Panjab, Lahore, Pakistan
University of Papua New Guinea, Faculty of Education, Papua New Guinea
University of the Philippines System, Quezon City, Philippines
University of the Philippines at Los Banos, Department of Development Communications, Laguna, Philippines
University of Pittsburgh, International and Development Education Program, Pittsburgh, Pennsylvania
University of Puerto Rico, Arecibo Regional College, Arecibo, Puerto Rico

University of Rajasthan, Department of Adult Education, Jaipur, Rajasthan India
University of Reading, Rural Social Development Department, Reading, England
University of Regina, Community Education Centre, Saskatoon, Canada
University of Rhodesia, C.I.R.S., Salisbury, Rhodesia
University of San Carlos, Instructional Media Center, Cebu City, Philippines
University of Sierra Leone, Fourah Bay College, Department of Extra Mural Studies, Freetown, Sierra Leone
University of Southampton, Department of Adult Education, Southampton, England
University of South Carolina, School of Public Health, Department of Government and International Studies, Columbia, South Carolina
University of Southern California, College of Education, Los Angelos, California
University of Southern Florida, Basic Village Education Project, Tampa, Florida
University of Sri Lanka, Peradeniya, Sri Lanka
University of Stockholm, Department of Education, Stockholm, Sweden
University of Sussex, Institute of Development Studies, Brighton, England
University of Tehran, Faculty of Education, Tehran, Iran
University of Tennessee, Department of Curriculum Instruction, Knoxville, Tennessee
University of Texas, Department of Anthropology, Austin, Texas
University of Texas at El Paso, Department of Economics and Finance, El Paso, Texas
University of Texas at San Antonio, Office of Instructional Services, San Antonio, Texas
University of Toronto, Faculty of Education, Toronto, Ontario, Canada
University of Virginia, Curry Memorial School of Education, Mid-Atlantic Center for Community Education, Charlottesville, Virginia
University of Vermont, College of Education and Social Service, Burlington, Vermont
University of Warsaw, Stadium Afrykanistyczne, Warsaw, Poland
University of Western Florida, Omega College, Pensacola, Florida
University of the West Indies, Department of Extra Mural Studies, Jamaica, Barbados
University of Windsor, Faculty of Law, Windsor, Ontario, Canada
University of Wisconsin - Green Bay, Department of Communication Science, Green Bay, Wisconsin
University of Wisconsin - Madison, South Asia Area Center, Madison, Wisconsin
University of Zambia, Centre for Continuing Education, Lusaka, Zambia
Upper Arlington Public Library, Upper Arlington, Ohio
US/AID, Washington, D.C., Egypt, Panama, Indonesia, Brasil, Yemen, India, Senegal, San Salvador, Kenya...
USIA, Washington, D.C., New York, New York
Utah State Board of Education, Salt Lake City, Utah
Utah State University, Department of Political Science, Logan, Utah
UTRAMIG, Belo Horizonte, M.G. Brasil

V

Vermont State Education Department, Montpelier, Vermont
Victoria University of Wellington, Department of Education, Wellington, New Zealand
Virginia Department of Welfare, Falls Church, Virginia
Virginia Polytechnic Institute and State University, Blacksburg, Virginia
Virginia State Department of Education, Richmond, Virginia
Voluntarios del Cuerpo de Paz, El Quinche, Guatemala

W

Washington International College, Washington, D.C.

Washington Square Branch Library, Kalamazoo, Michigan
Western Carolina University, Department of History, Cullowkee, North Carolina
Western Interstate Commission for Higher Education, Boulder, Colorado
Western Michigan University, Community School Development Centre, Kalamazoo, Michigan
Westminster Theological Seminary Library, Philadelphia, Pennsylvania
Wheaton College, Hunger Program, Wheaton, Illinois
Wholesale Book Jobbers, Portland, Maine
Wisconsin Board, Madison, Wisconsin
Wizaraya Elimu Va Taita (Department of National Education), Dar-es-Salaam, Tanzania
Women in Development, Bethesda, Maryland
Workers Educational Association, Cairo, Egypt
World Alliance of YMCA's, Geneva, Switzerland
World Bank, Educational Projects Department, Washington, D.C.
World Council of Churches, Geneve, Switzerland
World Education, New York, New York
World Health Organization, New Delhi, India
World Literacy of Canada, Toronto, Canada
World Neighbors, Inc., Oklahoma City, Oklahoma
World Vision International, Monrovia, California

X

Xavier High School, Truk, Eastern Carolines
Xavier Institute, Bihar, India
Xavier University, Rural Communications Center, Cagayan de Oro, Mindanao, Philippines

Y

Yakima Valley College, Yakima, Washington
YMCA of Michigan, Lansing, Michigan

Addenda:

A.C.E.I.D. Asian Center of Educational Innovation for Development, UNESCO Regional Office for Education in Asia, Bangkok, Thailand
ACDIL, Alto-Betinn Goa, India
AEA/USA, Washington, D.C.
Agricultural University, Department of Extension Education, Wageningen, Netherlands
Agricultural Development Council, Inc., Singapore
CIDSE, Brussels, Belgium
Connecticut Science Teachers Association, Westport, Connecticut
Hungarian Academy of Sciences, Budapest
Johnson Foundation, Racine, Wisconsin
Office of Territorial Affairs, Washington, D.C.
Rockefeller Foundation, New York, New York

APPENDIX "E" -- NFE INFORMATION CENTER BROCHURE DESCRIBING SERVICES AND LISTING PUBLICATIONS

APPENDIX "C" -- ILLUSTRATIVE CORRESPONDENCE FROM NETWORK PARTICIPANTS

EXEMPLARY CORRESPONDENCE WITH THE NFE INFORMATION CENTER

Sudomo
SIDEC, School of Education
Stanford University
Stanford, California 94305 — 23 December 1976

I am interested in books about non-formal education as published in your pamphlets in joint sponsorship with the Agency for International Development...I am an educational officer in Indonesia...In my country I am responsible for non-formal education, especially in planning and research development, of the Institute of Teachers Training and Science Education (I.K.I.P.), Malang, Indonesia.

Musa Moda
Ministry of Education, Adult Education Division
Bauchi, Bauchi State
Nigeria — 24 November 1976

Thank you very much for all the books that you sent to me so that I may increase my knowledge in the field of Adult and Non-Formal Education... My government has seen my effort in this field and has...promoted me from the rank of Assistant Adult Education Officer to Adult Education Officer ...in charge of evening classes and Vocational Improvement classes throughout the State of Bauchi...I (send) a copy of the report of my case study on Functional Literacy along the Lake Chad Basin among the Wheat Farmers, and would like your comments, please.

Francisco Buitrago
Technical Advisor for the Teaching of Foreign Languages
Ministerio de Educacion Publica
Managua, Nicaragua — 17 November 1976

It was a great pleasure for me to have met you all at the Conference... The seminar was an experience that is helping me now to see more clearly many things that we are planning to do in non-formal education. As soon as I came back from the U.S.A. I had a meeting with my co-workers at the Ministry of Education in order to inform them about the Seminar. NFE is something new in our country and we are trying to take advantage of it in every way we can. I will be more than happy to receive any information you may send me. I am looking forward to receiving the NFE Exchange newsletter.

Dave Warren, Director, Research and Cultural Studies Development Section
United States Department of the Interior
Bureau of Indian Affairs
Institute of American Indian Arts
Cerrillos Road
Sante Fe, New Mexico 87501 — 29 November 1976

Mr. Louis Baca, currently associated with the Center for Community Change (CCC)...is also an employee of the All Indian Pueblo Council. Please send Mr. Baca the set of publications relating to non-formal education concepts, theory and practices. The principles of NFE have major bearing on the concerns of Mr. Baca in his immediate projects; and for the long term applications in the overall design of alternative educational programs for the AIPC. NFE is a timely and pertinent matter in establishing education programs that serve the special interests of the Pueblo Indian community.

Mr. Aime
Ministry of Education, Sports and Recreation
P:O. Box 47
Maseru, Lesotho — 9 July 1976

I would like to thank you for all the publications, which will be catalogued and distributed to the Senior Officials of the Ministry of Education for comments. We have already been able to gather many interesting administrative and operational ideas from your previous publications.

Emily Vargas Adams
Fundacion Ford, Oficina para Colombia y Venezuela
Apartado Aereo 52986
Bogota 2, Colombia — 7 December 1976

Thank you for sending me a copy of your Topical Acquisitions List No. 4, "Non-Formal Education and the Role of Women and Families in Human Resource Development." I have taken the liberty of sending a xerox copy of the document to the Center for the Development of Non-Formal Education, CEDEN, here in Bogota. CEDEN is currently doing a bibliographical study on research on women in Colombia, under a small AID grant.

S. Neaz Ahmed
Specialist (Documentary)
Central Bureau of Education, Sector H-9
Government of Pakistan
Islamabad, Pakistan — 27 November 1976

This is to acknowledge with thanks the receipt of the publication entitled "Non-Formal Education for Women in Bangladesh, Supplementary Paper No. 5" by Naseem Hoque which you have so kindly presented to us. After study, it has been found very useful reading material to the officers of the Ministry of Education, educationists and research scholars.

R. S. Anbarasan, Administrative Secretary
Centre for Development Research and Action
151/2-A, Annai Velankanni Road
(Vannanthurai) Madras 600 041
India

9 August 1976

The Centre for Development Research and Action is a voluntary organization with a mandate to do research and provoke thought on India's complex problems...Our team consists of economists, sociologists and social workers ...The Centre proposes to conduct Seminars on Comprehensive Area Development Programmes in December and on Non-Formal Education in February 1977...We feel the need for literature on education with special emphasis on non-formal education. As we lack in this field we request you to kindly mail us available literature.

V. Bruce J. Tolentino
Dansalan College Community Service
P.O. Box 5430
Iligan City 8801
Philippines

July 1976

The receipt of the NFE Exchange is of special significance to us, since we have just returned from what was billed as the "First National Workshop on Functional Literacy," held in Manila May 30 to June 4...We would appreciate receiving copies and records of the Proceedings at the Conference (Non-Formal Education and the Rural Poor).

Julinda Abu Nasr, Director
Institute for Women's Studies in the Arab World
Beirut University College
475 Riverside Drive, Room 1221
New York City 10027

16 December 1976

The Institute for Women's Studies in the Arab World is launching a program of non-formal education for women and would like to receive any materials or evaluative reports you may have developed on the topic.

Maria M. de Colon
Home Economics Program
Cooperative Extension Service
United States Department of Agriculture
Iowa State University
Ames, Iowa 50011

21 December 1976

Thanks very much for the publication, "Non-Formal Education and the Role of Women and Families in Human Resource Development." It appears to be an excellent bibliography on women in non-formal education...Thank you for your interest in sharing with me the publications from the Information Center. During January, I will be able to share with you the report of our Family Planning Project.

Ricado A. Aquino, Project Coordinator
Educational Development Projects Implementing Task Force
Land Bank of the Philippines Building
Communication Technology for Education
319 Buendia Ave. Ext.
Makati, Rizal
Philippines

26 March 1976

The Educational Development Projects Implementing Task Force (EDPITAF) is currently coordinating a one-year Pre-Investment Study on the Use of Satellite Communication Technology for Education as financed by the World Bank...Our documentation activities include a compilation of reference materials for the Study Team...We will be interested in receiving copies of your recent publications, newsletter, bulletins, and other relevant materials.

Dr. George Papagiannis
2341 Columbus Street
Palo Alto, California 95306

1 March 1976

Congratulations on the inauguration of the NFE Exchange. The facilitating role that the NFE Exchange will play is a badly needed one and should serve the "thirst for exchange" among those involved in Non-Formal Education...I'd also like to mention that of all the materials and articles discussing NFE that I have read, the Hunter, Borus and Mannan Economics of NFE was the most significant and most thought provoking.

Mrs. H. A. Oworu
Continuing Education Centre
University of Lagos
Yaba, Nigeria

3 November 1976

I work at the Continuing Education Centre of the University of Lagos. I have applied for a job as Lecturer, Non-Formal Correspondence Education in the correspondence unit of the department. I therefore need your help...to have ideas of modern thinking on non-formal education. I will therefore appreciate if you will send me material collected at your Centre and during the workshop (Conference on Non-Formal Education and the Rural Poor). I will in return collect material for you when this section is in progress. Nigeria being a developing country is prepared to invest money in the non-formal education if the authorities are satisfied that they are worth-while programmes.

Isaac Ojok
Division of Extra-Mural Services
University of Botswana, Lesotho, Swaziland
PB, Kwalvseni, Swaziland 4 April 1976

I have recently taken up the job as Assistant Director of Adult Education and am keen to know a little more about your Institute, when it was brought to my notice by a colleague working in the School of Education, Mr. Mpati. As you may know, the University of Botswana, Lesotho and Swaziland is now divided into two, following the withdrawal of Lesotho from the federation last year. Although Botswana and Swaziland will keep the remaining union going for some time, it is clear that each country will want to develop its own separate university as well. It is in this context that the activities of the University, in the fields of adult education and other forms of non-formal education, will be greatly called for. Currently our Department is engaged mainly in a) formal education to out-of-school working adults, b) professional training in adult education skills through in-service arrangement, c) research into problems of adult education in Swaziland, and d) evaluation of adult education programmes in the country...If there is anything your Institute can do to provide help, information and professional advice relevant to our kinds of challenges, I will certainly be most grateful.

Mrs. Miriam Miller
Editor, UNICEF NEWS
UNICEF Information Division
UNICEF - United Nations
New York City 10017 20 February 1976

I would like to thank you for sending me the copy of THE NFE EXCHANGE. It seems to me that this should be an extremely useful information service for people in the field of non-formal education and even others with peripheral or related interests. I am making xerox copies of this bulletin and circulating it to a few key people at UNICEF who, I think, would be interested in seeing it, and might have some helpful suggestions as to the most useful material or information that UNICEF could submit to you for your consideration.

Dr. R. A. Shah, Joint Educational Advisor
Central Bureau of Education, Documentation Section
Sector H-9, P.O. Shagon Industrial Area
Islamabad, Pakistan 13 April 1976

I have gone through the issues of the NFE Exchange and found it a valuable source and forum for new ideas and exchange thereof...The present government has keenly observed that knowledge, new technologies and skills are constantly being developed and the need for continuous re-training of all workers demand that the process of education must be continued as a life-long activity...As our programme will be all-inclusive, exchange of information and material on non-formal education will be very useful and helpful...Please place the name of the Documentation Section on your mailing list to receive your publications regularly. The name of your Center has already been put on our mailing list for the regular supply of publications.

Linda Schieber
World Alliance of Young Men's Christian Associations
37, Quai Wilson
1201 Geneva, Switzerland

31 March 1976

I wanted to tell you how useful I continue to find the NFE Exchange. I was particularly glad to see all the references dealing with out-of-school youth. There were also a couple of new and useful items in the lists of periodicals.

Radhakrishna, Secretary
Gandhi Peace Foundation
221/3 Dindayal Upadhyay Marg
New Delhi 110002
India

1 May 1976

Our subjects of study and research relate, among others, to an enquiry into non-formal educational practices in India, particularly by voluntary agencies...We will be happy to be put in touch with these materials (from the NFE Information Center) as they would be in line with our interests and subjects of study. We can send you our newsletter and any of our publications, a list of which is enclosed.

Vijay Kochar, Assistant Professor
Macroenvironmental and Population Studies
School of Human Ecology, Howard University
2400 Sixth Street, N.W.
Washington, D.C. 20001

2 December 1976

I want to convey my appreciation and thankfulness to the staff...for sending me materials and information from time to time over the past year. I have greatly benefitted from this material...I am currently searching for curricula, educational materials, modules, and other such packages that have been developed in non-formal education programs in developing countries particularly dealing with 1. nutrition 2. health care of mothers, children and the aged, and 3. preventive community health...I would appreciate it if you could search in your Information Center for any such materials.

Yenny G. Aguilera
Oficina Nacional de Progreso Social
Asuncion, Paraguay

12 June 1976

Jim Fritz probably told you, we are trying to implement a Non-Formal Education Program in Paraguay, especially in the rural areas. Here, at the Oficina Nacional del Progreso Social, we have a Department which is in charge of Community Development and the training of leaders and workers. We believe that any experience and knowledge that we get from you will be very useful for the better development of our activities.

Dr. John Agard
Faculty of Education
University of Papua New Guinea
P.O. Box 4820
Port Moresby, Papua New Guinea 9 June 1975

Non-Formal Education is fast becoming an important aspect of Education in Papua New Guinea and the Educational Research Unit of the Faculty of Education has a number of research projects in progress. I will send you copies of reports, etc. as soon as possible.

Higino A. Ables, Dean
Bicol University
College of Agriculture
Guinobatan, Albay, Philippines 25 November 1976

As dean of a small agricultural college, I would appreciate very much your sending to this college some literature (books, papers, etc.) on non-formal education...Two months ago, we started two projects with funds from the Asia Foundation. One of these is a certificate training program in practical agriculture for out-of-school youth...We are trying to combine the residential high school with the extension-type short courses in agriculture...I took over as dean of this college only last year and I need all the advice I can get. With these projects, I have developed a stronger interest in non-formal education.

Mr. Vajubhai Patel, Director
Gandhi Shikshan Bhavan
Institute of Studies in Education
Juhu, Bombay 400 054, India 24 November 1976

I am enclosing herewith a copy of our recent publication "Concept of Functionalised Schools and Colleges." We are trying to seek an alternative to formal education systems here and hence this little effort...I do not know whether there are institutions and individuals in U.S.A. interested in the concept and practice of functional education. If you think there are, I shall be grateful if you put me in their contact.

J. P. Naik
Indian Council of Social Science Research
IIPA Hostel Building
Indraprastha Estate, Ring Road
New Delhi, India 4 April 1976

There is a proposal to start a programme of studies in Non-Formal Education in Education in India under the auspices of the Dr. Zakir Husain, Center for Educational Studies, Jawaharlal Nehru University, New Delhi...It will be of immense help to me if I can have a note or some documents regarding the manner in which the programme of studies in Non-Formal Education of the Michigan State University is organized. I would therefore be grateful if you will kindly send me any literature you can on this subject.

Mr. A. W. Ndonyi
Director of Community Development
Ministry of Agriculture
Buea, Cameroon

16 March 1976

Mr. Norman Green was perfectly r[illegible]t to suggest that I and my staff members would be interested in knowing a[illegible] the services of the Information Center on NFE at Michigan State University...The donation of the publications and newsletter would greatly enhance our utilization of your facility because some constraint might have developed if financial payments were immediately instituted...Similarly, we shall forward to you as soon as feasible some descriptions of our activities and Centres, for publication in subsequent NFE Newsletter...I hope this response establishes a solid communication link between your office and mine for the interest of the rural people in this part of the world to whom all efforts on non-formal education may bring some benefits.

Frank Nwabuoku
Department of Adult Education
University of Manchester
Manchester, M13 9PL
England

30 June 1976

Thank you very much for your publications listed 3, 5, and 6 which you have just sent to me. I am very grateful to you and to the USAID for this marvelous service. At the moment, I am engaged in a Ph.D. research programme and my field in investigation is NFE, my title is "The Place of Out-of-School Education in the Midwestern State of Nigeria.

Dr. Joseph S. Levine
BP3K Dept. Pendidikan dan Kebudayaan
Jln. Gatot Subroto Kav. 41-42
Jakarta, Indonesia

July 1976

Subject: Topical Acquisition List No. 3: "Non-Formal Education for Out-of-School Youth"

This is great! Soemardi and I have gone through and checked a number of things that look fascinating. Can I ask you (and others at M.S.U.) to help me in trying to build a small library of some of those titles over here.

Mrs. Mary B. Navarro
Department of Agricultural Education
University of the Philippines
Los Banos, Laguna, Philippines

23 December 1976

I am presently working as the research associate of the non-formal education for Rural Youth Project here at UPLB. I am also working with the female trainees in the Homemaking part of the training. I have read about the information you are giving. So may I request copies of such information, especially those for girls in order to guide me in the said training.

Jose C. Alonzo, Director of Extension
Central Luzon State University
Munoz, Nueva Ecija
Philippines

16 June 1976

This is to acknowledge the kind attention given our request and favorable endorsement of our request to individual authors of some of the references we had selected from the Topical Acquisitions List No. 1. We already have received 14 copies of the materials which we find useful for our outreach programs and educational responsibilities in the University.

June Blake, Assistant Editor, NNOLACE
1208 W. California Ave.
Urbana, Illinois 61801

24 May 1976

I am interested in any material which you might be able to send to me or to which you might refer me concerning the non-formal education of women. I am specializing in women's studies on a cross-cultural basis and am curious to see what is being done in the NFE field involving women specifically.

Dave Warren, Director
Research and Cultural Studies Development Section
Bureau of Indian Affairs
United States Department of the Interior
Cerrillos Road
Sante Fe, New Mexico 87501

22 December 1976

I write once again th thank you for all the assistance and prompt response you have given to my requests to send information on non-formal education to various persons in the Indian community. It is gratifying to find interest and concern on your part for the developments in the American Indian community. I am convinced there is much significance in what the concept of non-formal education means to the Indian people at this time when more opportunity is given for taking control of the design and implementation of educational programs.

Sallie Craig Huber
Women's Program Advisor, Health and Population Division
U.S.A.I.D.
Dacca, Bangladesh

9 December 1976

Thank you very much for sending me 25 copies of Non-Formal Education for Women in Bangladesh by Naseem Hoque. They arrived in good condition and are so popular that I would like to request 25 more copies if you can spare that many. Both women's programs and non-formal education are very relevant topics here in Bangladesh at this time, and many organizations are quite interested in this publication you have produced.

Janice M. Johnson
Education and Social Development Officer
Territorial Affairs
U.S. Department of the Interior
Office of the Secretary
Washington, D.C. 20240 — 18 March 1975

I think they (publications) will have great relevance to education in territories such as American Samoa and the Trust Territory of the Pacific Islands. Thank you for sharing them with us.

Dilmus D. James
Department of Economics and Finance
College of Business and Finance
College of Business Administration
University of Texas at El Paso
El Paso, Texas 79968 — 15 April 1976

Allen Jedlicka of the University of Northern Iowa and I are preparing a proposal dealing with the investigation of the economic benefits of increasing maintenance skills and abilities in Latin America. Any leads, hints, referrals or material that would apply directly or indirectly to our topic will be gratefully received.

Dong Shik Hong - Researcher
Korean Educational Development Institute
20-1, Umyeon-Dong
Ganganm-Gu
Seoul, Korea — 24 & 31 March 1976

I was glad to receive the first issue of the NFE Exchange. I have found that the issue conveys valuable information in the newly developing field. I hope that the newsletter can hold the active roles to facilitate the exchange of the ideas and information formulated in NFE filed among the professionals concerned. I am preparing a research paper on the development of NFE systems for agricultural innovations. It is hoped that I can exchange the information of research and practical activities in the specialized field with the professionals through the channels of your network. Any considerations from you would be fully appreciated...I have reviewed the research reports received from you and found they have widened my vision to non-formal education, providing a clear insight and systematic knowledge base which are necessary for studies in this field. They are very valuable materials for our research. I am also very interested in your activities related to information dissemination in non-formal education.

Ellen Helfer - Documentalist/Researcher
International Council for Educational Development
P.O. Box 217
Essex, Connecticut 06426 4 December 1975

Again I must compliment you on the format and frequency of the topical acquisition list series. The idea of using these bibliographies to generate an exchange of information can only aid in creating some order to this field.

Supota Prasertsi
Box U - 6006
Florida State University
Tallahassee, Florida 32313 28 March 1976

Before coming here I was a resource person for the Functional Literacy and Family Life Planning Program in Thailand. Your NFE Exchange is very useful and informative. I am very much interested in the role of adult and non-formal education for development, especially in rural areas. (I am from a peasantry background.) My dissertation will be on comparative studies in the policy of adult and non-formal education and education for cooperative extension. Your NFE Exchange really fits my needs and interest...I respectfully inquire about some publication or materials relating to adult education policy aimed at rural development.

Dr. K. Sivadasan Pillai
University of Kerala
Department of Education
Trivandrum, Kerala, S. India 21 April 1976

Thank you very much for your letter...As we are starting non-formal education as an optional subject at M. Ed. level in our Dept. of Education, your publications and newsletter will be of great help and use to us...I am sending a copy of my latest book Education in a New Perspective which is a plea for continuous non-formal education and certain research findings from the functional literacy attempts in Kerala...Hope to hear your comments.

Luis Bernardo Pena Borrero, Director
Open University Project
Javeriana University, Faculty of Education
Apartado Aereo #034194
Bogota, Colombia 3 August 1976

Thank you very much for sending me the publications I requested...These will be of great help to our work activities...Javeriana University of Bogota, Colombia, has a Project that is being developed for the training of educational agents within the rural areas of the country...I am pleased to send to you copies of some of the instructional modules being developed within our Project.

Joan Claffey to Mary Jane Dillon
Division of International Education
US Office of Education
Department of HEW
R.O.B. 3, Room 3917
7th and D Streets, S.W.
Washington, D.C. 20202

22 October 1976

We have received a request from Dr. Myron Vent, USAID/Washington, to assist you in preparing an inventory of clearinghouses and innovative education centers, particularly those which relate to the needs of lesser developed countries. In this regard, we hope that you will find helpful the attached list, with names and addresses, of educational organizations or institutions which promote, conduct, or identify innovative educational programs. (7 pages)

Dr. Roshan H. Dastur
School of Social Work
Nirmala Niketan
38, New Marine Lines
Bombay-20, India

6 September 1976

I am looking for some expert guidance on designing a course on "Functional Literacy for Adults" and Mr. James Draper of the Ontario Institute for Studies in Education, suggested I contact you...a course on functional education for adults, both for urban and rural population. We would like to give them a one-term course along with some laboratory and field experience. I shall be most obliged if you could send us some material or ideas which would help us design this course. If we could get some basic concepts and ideas, we would be able to adapt them to suit our socio-economic and cultural groups.

Murray Culshaw
Stone House, 44 West Street
Storrington RH 20 4EE
Sussex, England

13 April 1976

We are particularly looking out for surveys/research/programme plans or programme evaluations on NFE by national governments, international agencies and voluntary agencies in Lesotho, Niger, Ghana, Sudan and the Yemen...Any information which you might be able to let us have on these would be very much appreciated.

Daisy A. Graham (Dr.)
University of Guyana
Faculty of Education-Turkeyen Campus
Box 841
Georgetown, Guyana

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24 May 1976

Let me congratulate you for the wonderful newsletter you have produced. It is packed with the sort of information educators need. Non-formal education is such an important aspect of life especially in developing countries like Guyana where adequate formal educational opportunities are unavailable for

Sharon P. Aadalen
Citizens' Advisory Task Force
4924 Dale Drive
Edina, Minnesota 55424 27 July 1976

As a member of the Edina, Minnesota Citizens' Advisory Task Force on Long Range Planning for Education, I am working on a sub-committee exploring alternative delivery mechanisms. My specific area of research relates to the following three mechanisms: 1) peer tutoring, 2) community-based education, 3) community resource volunteers. I hope you will be willing to share with our committee any studies, experiential information, new directions, etc... Cost impact data is needed.

Paz Goycoolea Buttedahl
International Council for Adult Education
Ontario Institute for Studies in Education
252 Bloor Street West
Toronto, Ontario, Canada 18 July 1975

By the way, in my last trip to Colombia I was able to learn that an institution called CEREN (Center for Studies in Non-formal Education) at the Javeriana University had used the Michigan material as the theoretical framework for a research study of the "state of the art in non-formal education in Colombia," which final document shows how useful your materials have been.

Francois Enguehard, Director
Agri-Service-Ethiopia
P.O.Box 2460
Addis Ababa, Ethiopia 30 June 1976

As we are involved in non-formal education we appreciate any new idea which can help develop our programme or simply confirm the results of our own experience. We have run recently an evaluation of our work with the help of a team from the Economic Commission for Africa. To prepare our own team so that everyone could participate in this evaluation, we have made a great use of your publication Effective Learning in Non-formal Education by Ted Ward...Your reference review (Topical Acquisition List No. 3) for out-of-school youth is most interesting. We are trying to implement a pilot project for youth education in rural areas in a non-formal way. The studies you mentioned will be very useful.

Addis Ababa to U.S. Dept. of State, Washington, D.C.
telegrammed requests

February 1975
Subject: Training materials for Ethiopian Rural Service Campaign
Attn.: TAB

Zamatha headquarters and NFE project administrators are desperately in need of a) training, teaching materials, b) design for blueprints, c) how-to-do-it manuals in all areas of village development. This includes agriculture, health, village handicraft...they are looking for step-by-step, almost self-teaching

personnel...USAID elicited following priority needs: a) village construction blueprints for hand water pumps, seed fertilizer draft type drill, brick-making machines, hand looms, b) designs for village food preservation and storage techniques...Request AID notify appropriate contractors, village technology study centers, village technology information services.

Mrs. Margaret Maccardini
1954 Woodcliff SE
Grand Rapids, MI 49506 October 1976

Letter to Ms. Maccardini from the Information Center: We have received a special request, in your behalf, from Dr. Robert Rentschler...He asked that we send you materials on the subject of the role of women and development, to be used in connection with preparation for your upcoming presentation for International Women's Day.

Mrs. Maude Murray, Documentalist
World Organization of the Scout Movement
c.p. 78, 1211 Geneva 4
Switzerland April 1976

We would be grateful if you could help us with a bibliography and/or a list of publishers or organizations who might be able to help us. What we need is information on the planning, implementation and evaluation of community development projects as well as practical "how-to" material on the list of subjects enclosed.

V. Bruce J. Tolentino
Dansalan College Community Service
P.O.Box 5430
Iligan City 8801
Philippines August 1976

We write to inquire about possibilities regarding training for our staff... For the past six years we have been administering an integrated program of community development among the Maranao Muslims of Lanao del Sur, growing from a one-man, part-time operation to a work force of 34 full-time personnel...To run such a program we need trained and management-oriented staff. Would it be possible for your agency to furnish such training or to help us seek avenues toward training? We are interested in both degree and non-degree, short-term and long-term training...information on application procedures, curriculum content, prerequisites, cost estimates, etc.

Mr. Noorgul Rahemmi
Vice-President of Adult Education
2 Block Microyon
Kabul, Afghanistan October 1976

Mr. Raheemi visited the Non-Formal Education Information Center in conjunction

with his participation in the conference on "Non-Formal Education and the Rural Poor" held at Michigan State University September 26-October 3, 1976. As the director for 20 programs for women, farmers, cooperatives, and on functional literacy in Afghanistan, Mr. Raheemi requested both theoretical and practical articles to aid them in conceptualization and implementation of programs in Afghanistan.

Response was to post to Afghanistan two large boxes of materials of NFE/MSU publications, conference papers, and a collection of over 30 articles on relevant topics. We also wrote on Mr. Raheemi's behalf to publishers and organizations requesting that they send him specific titles desired.

Rev. Theodore Mathieson
Oxford Mission, Barisha
Calcutta, India

6 December 1976

I have managed to borrow most of your magnificent gift of books on Non-Formal Education...They are just what we want to help guide us in our efforts to transform an old-fashioned academic education in my own institution into something more relevant to the present situation in our part of the world...we plan to continue academic training and Industrial School training for boys who should go on to Higher Education or have a vocation to work in factories, but at every point it will, we hope, be possible for boys to "opt-out" into Non-Formal "Profit-Work-Enterprises"...the work is presently developing and is on an experimental basis.

30 December 1976

I seem to be quite alone in the determination to convert an institution which merely supports the status quo and wants to go on in the old ways into one which will really serve this country. I want to turn out agents of development, on fire to return to the villages and slums from which the inmates come, longing and able to do something about the monstrous conditions which prevail there...'Conscientizing' one's governing body and staff is hard enough, but the implementation of the necessary changes is even harder...We have been working at these changes for two years now and are at the crucial stage when we either succeed or fail. The trouble is that no-one else seems to have succeeded yet (so far as I know) in these parts in converting an existing institution in a suburban area. It may really be necessary to close down and start again in a rural or a slum setting...I wonder if this personal moan is in any way an "exchange" for you...? Perhaps it shows how hard it is to introduce N F.E. One thing is clear to me and that is that it is more important to teach boys to be able to do something and to know that they are doing it to help us all to become more human, even than to make them literate!

Mr. Robia Toppo
CORR-CARITAS
P.O. Box No. 8
Dt. DINAJPUR, Bangladesh

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22 December 1976

I am an extension worker in the Dinajpur Region. Most of my time is expended in the rural area, among the Farmers...I receive regularly Searsolin periodical which helped me to have the information of NFE published by your Institute. May I be able to receive your NFE publications regularly.

Dr. Paul Hebert, FSC
Vice-President for Development and Research
De La Salle University, 2401 Taft Ave.
D-406 Manila, Philippines 6 January 1977

Enclosed please find a copy of the list of publications that are being requested. I must apologize for requesting so many of the available titles. However, these will form the nucleus of information and data on NFE for the library of the Graduate School of Education...There has been growing interest in NFE in the Philippines and the National Department (Ministry) of Education has been urging Schools of Education to develop information and data on the subject. De La Salle University is keenly interested in the area and is encouraging its graduate students to develop interest in it. Hence, the value of your generous assistance. Be assured that your help will contribute in a significant manner to the growing importance being accorded to NFE by our educational leaders and planners.

James E. Balraj, Director
Technical and Vocational Training Trust
P.O. Box 4906
Madras - 600086, South India 27 December 1976

I am now much more involved in innovative programmes in my present job and in fact used some of the material I have received from your Centre for an Orientation Course for Church Workers that this trust recently organized. I am therefore interested in the report on the Conference and workshop you held on "NFE and the Rural Poor"...

J. M. Kilker
Division of Family Health
World Health Organization
1211 Geneva 27, Switzerland 23 December 1976

We have had a request from the staff for ten copies of the Report on the Conference and Workshop on "Non-Formal Education and the Rural Poor," 1976. We would appreciate obtaining these copies for use in Headquarters and for distribution to our field staff at our regional offices.

Dong Shik Hong, Researcher
Korean Educational Development Institute
20-1, Umyeon-Dong, Gangnam-Gu
Seoul, Korea March 1976

(Regarding the NFE Exchange) I have found that the issues convey valuable information in the newly developing field...I hope that the newsletter can keep an active role to facilitate the exchange of the ideas and information formulated in NFE field among the professionals concerned...I am preparing a research paper on the development of NFE systems for agricultural innovations. It is hoped that I can exchange the information of research and practical activities in the specialized field with the professionals through the channels of your network.

Joseph Mirie
Institute for Development Studies
University of Nairobi
Nairobi, Kenya 23 December 1976

The need for continued (NFE) co-ordination and putting together research findings and disseminating that information is paramount. I am involved in a participatory research projects of which I am co-ordinator. I will send some of my findings for inclusion in the NFE Information Center.

Anastacio Delmo, Supervising Agronomist
Bureau of Plant Industry, Region No. 7
Cebu City, Philippines 4 December 1975

Our office has just opened a small library to be used as a reference section for both technical personnel as well as interested farmers. Coming across your publications in the International Exchange of Information, I found them to be very informative and valuable to researchers.

P. Agatho Elsener
Searsoline, Xavier University
Cagayan de Oro City, Philippines L-8401 20 January 1976

My training of indigenous leaders for rural development is still very rudimentary. I'm still searching for the right manner and way...The main method, at least in my intention, will be conscientization, i.e. practice, involvement, responsibility. But any other promising method will be welcome. There is not long one way to Rome! And that's why I have written to you. I enclose two of my former descriptions of the project I'm trying to develop. People who give their money want to exactly know the results of their money in advance. They believe their money brings progress and development. But I'm convinced that it depends more on the people themselves, whether they will progress or not. Money might even be a hindrance; but without money it's rather hard and slow, too.

Dr. Paul H. Masoner
Accion Cultural Popular
Calle 20 #9-45
Bogota, Colombia January 1977

It is our hope that the complete set of publications on non-formal education can be made available to me here where I am serving as resident consultant for an AID supported project of Accion Cultural Popular. It is the purpose of the project, through the evaluation of ACPO and its programs of almost 30 years, to develop guidelines for non-formal radiophonic education in Latin America...The staff here will make excellent use of the publications in their work over the next two-year period.

Francois Enguehard, Director
Agri-Service-Ethiopia
Wolamo Soddo, P.O. Box 3406
Ethiopia

30 June 1976

Your reference review for out of school youth is most interesting. We are trying to implement a pilot project for youth education in a rural area in a non-formal way. The studies you mentioned will be very useful. We are trying to work in collaboration with the Maisons Familiales Rurales (59 Rue Reaumur, 75002 PARIS).

Mr. Haile Yesus Abeje
Permanent Delegation of Ethiopia to UNESCO
1, Rue Miollis
75732 Paris, CEDEX 15, France

19 January 1977

I would like to thank you for sending me papers that were made available at the recent conference "Non-Formal Education and the Rural Poor"...I found the papers to be extremely interesting and useful. I am looking forward to receiving the final conclusions of the conference. The pioneering work and the leading role of you institute for international studies in the area of Non-Formal Education is highly commendable. The research documents, the findings, and the information that is pooled together by your institute and made available to development officers and change agents in the developing countries will definitely have a great impact...I would also appreciate it if you would send me any material on training in the field of Basic and/or Non-Formal Education.

NON-FORMAL EDUCATION INFORMATION CENTER

PROGRAM OF STUDIES AND TECHNICAL ASSISTANCE IN NON-FORMAL EDUCATION

MICHIGAN STATE UNIVERSITY

A Report of Progress

Annual Supplement for 1977

Joan M. Claffey, Director

January 1978

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Joan M. Claffey

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

IN COOPERATION WITH THE TECHNICAL ASSISTANCE BUREAU

AGENCY FOR INTERNATIONAL DEVELOPMENT, WASHINGTON, D. C.

CONTRACT NO. AID/CM/ta-C/73-22

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NON-FORMAL EDUCATION INFORMATION CENTER

Program of Studies in Non-Formal Education
Michigan State University

I. Introduction

This report is intended to supplement the Non-Formal Education Information Center's "Report of Progress and Recommendations for the Future (February 1977)" (AID Control No. PN-AAC-870), which describes in detail the work and evolution of the Center, including the people and organizations it serves, the kinds of requests it receives, and the services it renders in response. The reader is referred to that Report, and to the Center's "Issues Paper Concerning Future Directions and Activities (April 1977)," for initial and more-in-depth familiarity with the Center's scope of work.

This supplement highlights changes in the demographic structure of the NFE Information Center, describes the nature of increased requests for services during 1977, and projects some alternatives for future courses of action.

The overview of the NFE Information Center for 1977 reveals these new characteristics:

1. Number of Persons in the Network

   August 1974 : 200
   December 1976: 2016
   December 1977: 3231

2. Number of Countries Represented: 115

3. Number of Requests Weekly: Approximately 75

4. Location of Network Affiliates

Domestic: 1569 persons, including foreign nationals studying in the U.S.

Foreign : 1662 persons, of whom about 70 are USAID or other U.S. government personnel.

5. Number of Publications and Documents Distributed in 1977

MSU Exchange Publications on NFE: 6586

NFE Exchange: 4 issues (2 double issues) with an average circulation of 4000 per issue.

6. Number of Publications, Documents and Fugitive Materials Contributed to the Information Center

Approximately 70 publications and fugitive materials per month.

Approximately 100 periodicals per month.

II. Activities and Trends

A. Increasing World-Wide Interest in Non-Formal Education and Growth of the NFE Information Center Network

During 1977, 1215 additional persons asked to participate in the Information Center network or to be placed on the mailing list for regular receipt of the NFE Exchange.

An analysis of Tables 1 through 7 show the following characteristics of the persons interacting with the Information Center:[1]

- Of the total network population (3231), 51% are outside of the United States.
- An analysis of the network in December 1975 showed that the largest percentage of participants in Asia, Africa and Latin America came from the ministries and departments of government at national and regional levels. By December 1976, roughly equivalent percentages of participants in these regions were found in non-governmental organizations and universities, as well as in government. In December 1977, the largest plurality of participants in these regions were affiliated with non-governmental organizations.
- For Asia, Africa, Latin America, and Europe most network participants work in NGO's or in universities and development-related research institutes.
- Within North America, the largest percentage of participants are affiliated with universities.

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[1] The network demographic analysis does not account for the many foreign nationals studying or teaching at U.S. or European universities. At least 70 U.S. government personnel (mainly posted in USAID missions) are listed as in Asia, Africa or Latin American regions. In effect, our data analysis suggests a smaller number of network participants within the lesser-developed countries than does actually exist.

TABLE 1: NFE NETWORK DISTRIBUTION BY REGIONS AND ORGANIZATIONAL AFFILIATION, DECEMBER 1977, WITH PERCENTAGES COMPUTED BY REGIONS

	NORTH AMERICA	EUROPE	LATIN AMERICA	AFRICA	ASIA	OCEANIA	TOTAL
UNIVERSITIES AND ACADEMIC INSTITUTIONS	n=867 52%	n=95 38%	n=70 19%	n=107 31%	n=165 31%	n=30 58%	n=1334 41%
GOVERNMENT	n=79 5%	n=8 3%	n=66 18%	n=50 14%	n=96 18%	n=11 21%	n=310 10%
U.S. GOVT PERSONNEL	n=88 5%	n=0 0%	n=36 10%	n=20 6%	n=14 3%	n=0 0%	n=158 5%
NON-GOVT'L ORGANIZATIONS	n=336 20%	n=123 49%	n=141 38%	n=141 40%	n=217 41%	n=5 10%	n=963 30%
BUSINESS	n=21 1%	n=1 0%	n=0 0%	n=5 1%	n=5 1%	n=0 0%	n=32 1%
INDIVIDUALS (or persons not identified in above categories)	n=283 17%	n=23 9%	n=58 16%	n=26 7%	n=38 7%	n=6 12%	n=434 13%
TOTALS	n=1674 100%	n=250 100%	n=371 100%	n=349 100%	n=535 100%	n=52 100%	N=3231 100%

TABLE 2: NFE NETWORK DISTRIBUTION FOR NORTH AMERICA, BY ORGANIZATIONAL AFFILIATION, DECEMBER 1977

	U.S. — MSU and Michigan	U.S. — rest	CANADA	TOTAL NORTH AMERICA
UNIVERSITIES AND ACADEMIC INSTITUTIONS	n=206 (campus 181) 61%	n=599 49%	n=62 59%	n=867 52%
GOVERNMENT	n=5 1%	n=71 6%	n=3 3%	n=79 5%
U.S. GOVT PERSONNEL	n=0 0%	n=88 7%	n=0 0%	n=88 5%
NON-GOVT'L ORGANIZATIONS	n=8 2%	n=303 25%	n=25 24%	n=336 20%
BUSINESS	n=0 0%	n=21 2%	n=0 0%	n=21 1%
INDIVIDUALS (or persons not identified in above categories)	n=116 35%	n=152 12%	n=15 14%	n=283 17%
TOTALS	n=335 100%	n=1234 100%	n=105 100%	N=1674 100%

TABLE 3: NFE NETWORK DISTRIBUTION FOR EUROPE,
BY ORGANIZATIONAL AFFILIATION, DECEMBER 1977

	NO. EUROPE	WEST. EUROPE	EAST. EUROPE	So. EUROPE	TOTAL EUROPE
UNIVERSITIES AND ACADEMIC INSTITUTIONS	n= 56 55%	n= 31 27%	n= 3 75%	n= 5 16%	n= 95 38%
GOVERNMENT	n= 5 5%	n= 1 1%	n=0 0%	n= 2 6%	n= 8 3%
U.S. GOVT PERSONNEL	n= 0 0%	n= 0 0%	n=0 0%	n= 0 0%	n= 0 0%
NON-GOVT'L ORGANIZATIONS	n= 27 26%	n= 76 67%	n=1 25%	n=19 61%	n=123 49%
BUSINESS	n= 0 0%	n= 0 0%	n=0 0%	n=1 3%	n=1 0%
INDIVIDUALS (or persons not identified in above categories)	n= 14 14%	n= 5 4%	n=0 0%	n=4 13%	n=23 9%
TOTALS	n= 102 100%	n=113 100%	n= 4 100%	n=31 100%	N=250 100%

TABLE 4: NFE NETWORK DISTRIBUTION FOR LATIN AMERICA, BY ORGANIZATIONAL AFFILIATION, DECEMBER 1977

	MIDDLE AMERICA	SOUTH AMERICA	CARIBBEAN	TOTAL LATIN AMERICA
UNIVERSITIES AND ACADEMIC INSTITUTIONS	n=7 10%	n=50 20%	n=13 29%	n=70 19%
GOVERNMENT	n=14 20%	n=39 15%	n=13 29%	n=66 18%
U.S. GOVT. PERSONNEL	n=11 16%	n=21 8%	n=4 9%	n=36 10%
NON-GOVT'L ORGANIZATIONS	n=26 37%	n=105 41%	n=10 22%	n=141 38%
BUSINESS	n=0 0%	n=0 0%	n=0 0%	n=0 0%
INDIVIDUALS (or persons not identified in above categories)	n=12 17%	n=41 16%	n=5 11%	n=58 16%
TOTALS	n=70 100%	n=256 100%	n=45 100%	N=371 100%

TABLE 5: NFE NETWORK DISTRIBUTION FOR AFRICA,
BY ORGANIZATIONAL AFFILIATION, DECEMBER 1977

	NO. AFRICA	WEST. AFRICA	EAST. AFRICA	MIDDLE AFRICA	SOUTHERN AFRICA	TOTAL AFRICA
UNIVERSITIES AND ACADEMIC INSTITUTIONS	n=3 13%	n=38 32%	n=46 34%	n=2 10%	n=18 36%	n=107 31%
GOVERNMENT	n=6 26%	n=19 16%	n=11 8%	n=4 19%	n=10 20%	n=50 14%
U.S. GOVT PERSONNEL	n=2 9%	n=11 9%	n=5 4%	n=1 5%	n=1 2%	n=20 6%
NON-GOVT'L ORGANIZATIONS	n=11 48%	n=45 38%	n=65 47%	n=10 48%	n=10 20%	n=141 40%
BUSINESS	n=0 0%	n=1 1%	n=4 3%	n=0 0%	n=0 0%	n=5 1%
INDIVIDUALS (or persons not identified in above categories)	n=1 4%	n=4 3%	n=6 4%	n=4 19%	n=11 22%	n=26 7%
TOTALS	n=23 100%	n=118 100%	n=137 100%	n=21 100%	n=50 100%	N=349 100%

TABLE 6: NFE NETWORK DISTRIBUTION FOR ASIA,
BY ORGANIZATIONAL AFFILIATION, DECEMBER 1977

TABLE 7: NFE NETWORK DISTRIBUTION FOR OCEANIA,
BY ORGANIZATIONAL AFFILIATION, DECEMBER 1977

	SW ASIA	MIDDLE So. ASIA	SE ASIA	EAST ASIA	TOTAL ASIA	TOTAL OCEANIA
UNIVERSITIES AND ACADEMIC INSTITUTIONS	n=8 36%	n=52 22%	n=88 34%	n=17 100%	n=165 31%	n=30 58%
GOVERNMENT	n=3 14%	n=31 13%	n=62 24%	n=0 0%	n=96 18%	n=11 21%
U.S. GOVT PERSONNEL	n=0 0%	n=11 5%	n=3 1%	n=0 0%	n=14 3%	n=0 0%
NON-GOV'L ORGANIZATIONS	n=8 36%	n=120 51%	n=89 34%	n=0 0%	n=217 41%	n=5 10%
BUSINESS	n=0 0%	n=3 1%	n=2 1%	n=0 0%	n=5 1%	n=0 0%
INDIVIDUALS (or persons not identified in above categories)	n=3 14%	n=17 7%	n=18 7%	n=0 0%	n=38 7%	n=6 12%
TOTALS	n=22 100%	n=234 100%	n=262 100%	n=17 100%	N=535 100%	N=52 100%

Another indication of the increasing world-wide interest in non-formal education, and of the utilization of the NFE Information Center as a facilitating hub to share information, is an analysis of contributed documents and fugitive materials. Table 8 gives an approximate breakdown of both the source of contributed materials (by geographic region and by the type of organization) and also the sector or subject focus, for the period July - December 1977.

An analysis of Table 8 shows the following characteristics:

- The largest content area for incoming documents is community development. The focus of a number of these documents is integrated rural development with the content areas of agriculture, health, etc., treated as parts of a whole. Those documents pertaining generally to "Women in Development" are in this category as are materials on extension, needs assessment, and several specific examples of curricula designed for integrated rural development programs.

- Persons and organizations in Africa and Asia have contributed the largest number of materials to the Information Center.

- Most of contributed materials on NFE/health and nutrition and NFE/agriculture have been sent from groups in Africa.

- Most of the contributed materials on NFE/basic education and functional literacy come from Asia.

- A large share of the NGO documents coming from Europe represent international organizations such as UNESCO, FAO, etc. Many materials deal with specific areas of NFE on a general international basis rather than a specific country.

- NGO's are the largest source of contributed materials on NFE, followed by government institutions and academic institutions. While the data show individuals as sources of only 10 items, it is well to bear in mind that, in effect, individuals are most often the ones responsible for initiating the exchange of materials. Where an individual's organizational affiliation is known, that classification was used in the data.

TABLE 8: Materials Contributed to the NFE Information Center, July - December 1977, by Source (Geographic and Organizational) and Sector or Subject Focus

Subject \ Source	N. AMER.	EUROPE	LATIN AMER.	AFRICA	ASIA	TOTAL
HEALTH NUTRITION POPULATION ED. HOME ECON.	n=19 G-12 NGO-6 A-1 22%	n=7 NGO-7 20%	n=2 NGO-1 I-1 5%	n=26 G-17 NGO-3 A-6 19%	n=7 G-1 NGO-5 A-1 6%	n=61 G-30 NGO-22 A-8 I-1 14%
AGRICULTURE	n=5 G-3 A-2 6%	n=0 0%	n=4 G-2 NGO-2 10%	n=25 G-3 NGO-13 A-8 I-1 18%	n=6 NGO-5 A-1 5%	n=40 G-8 NGO-20 A-11 I-1 9%
BASIC EDUC. FUNCT. LITERACY	n=4 G-2 NGO-1 A-1 5%	n=0 0%	n=0 0%	n=12 G-4 NGO-3 A-3 I-2 9%	n=25 G-9 NGO-9 A-6 I-1 20%	n=41 G-15 NGO-13 A-10 I-3 10%
VOC/INDUSTRIAL TRAINING	n=1 A-1 1%	n=6 G-1 NGO-5 17%	n=9 G-4 NGO-5 23%	n=12 NGO-6 A-6 9%	n=9 G-2 NGO-4 A-2 I-1 7%	n=37 G-7 NGO-20 A-9 I-1 9%
INTEGRATED RURAL DEVT Comm. DEVT, COOP, LEADERSHIP	n=27 G-5 NGO-1 A-1 31%	n=8 NGO-8 23%	n=5 NGO-5 13%	n=40 G-2 NGO-22 A-15 I-1 29%	n=28 G-9 NGO-12 A-5 I-2 22%	n=108 G-16 NGO-48 A-41 I-3 25%
COMMUNICATION MEDIA	n=4 G-1 NGO-2 A-1 5%	n=5 NGO-4 A-1 14%	n=5 NGO-3 A-2 13%	n=15 G-3 NGO-5 A-7 11%	n=18 G-1 NGO-5 A-12 14%	n=47 G-5 NGO-19 A-23 11%
GENERAL NFE THEORY	n=22 G-1 NGO-7 A-14 25%	n=7 NGO-5 A-1 I-1 20%	n=15 G-6 NGO-7 I-2 38%	n=8 G-2 NGO-1 A-4 6%	n=30 G-5 NGO-21 A-4 24%	n=82 G-14 NGO-42 A-25 I-1 19%
APPROPRIATE TECHNOLOGY	n=5 G-5 6%	n=2 NGO-1 A-1 6%	n=0 0%	n=1 A-1 1%	n=3 G-1 NGO-2 2%	n=11 G-6 NGO-3 A-2 3%
TOTALS	n=87 G-29 NGO-17 A-41 100%	n=35 G-1 NGO-30 A-3 I-1 100%	n=40 G-12 NGO-23 A-4 I-1 8%100%	n=139 G-31 NGO-54 A-50 I-4 100%	n=126 G-28 NGO-63 A-31 I-4 100%	N=427 G-101 NGO-187 A-129 I-10 100%

G=Government NGO=Non-govt'l orgzn. A=Academic I=Individual

Note: Data do not reflect the 100 or so periodicals sent to the Info. Ctr. monthly.

B. Changing Nature of Requests for Services from the NFE Information Center

1. General Observations

a. The largest number of requests coming into the Information Center continue to be for various of the two dozen publications of the Program of Studies in Non-Formal Education: the MSU Study Team Reports, the Supplementary Papers, and the NFE Exchange. Over 6586 of the publications were distributed during 1977, the majority to persons in the developing world. Over 16,000 copies of the NFE Exchange were additionally distributed to requesting persons.

b. There continues to be a significant increase in the number of persons who have heard about our services from sources other than our own contacts and solicitations: they have read about us in any of several dozen other periodicals and publications or have heard from a colleague or member of their organization about the services we offer.

c. Increasingly, persons are directing topically-oriented requests to the Center. They are describing their own development efforts and asking for un-named resources pragmatically related to their specific needs and programs. The incidence of these "special task requests" has been steadily on the rise.

2. Special Task Requests

a. Requests for Topical Searches for NFE Print Resources

-- In 1974, we received 8 such requests

-- In 1975, we received 23.

-- In 1976, we received 53.

-- In 1977, we received 70.

Examples in 1977 --

The Director of Adult Literacy, Ministry of Education, Chad, visited the NFE Information Center and requested material on family life, population education and literacy training for adults.

The Norwegian Okotek, an organization whose main goal is to gain insight and information on appropriate technology projects in both developed and developing countries, wrote asking for help in supplying them with information about the work and interest areas of the NFE Information Center, along with recommendations for useful materials.

The Executive Director, League for International Food Education (LIFE), Washington, D.C. wrote to request resources in the areas of nutrition, preventive health care, and the role of women in development.

A Supervisor of NFE Literacy Programs in Ecuador wrote to request information concerning the evaluation of non-formal education programs and also information on literacy training.

The Deputy Director of Training, Integrated Rural Development Programme, Dacca, Bangladesh, wrote to request information on linkage between local Government institutions and economic institutions like a farmers' cooperative.

A planner with the Centro de Investigaciones Educativas in Argentina wrote requesting information concerning the use of mass media and interpersonal communication in health programs.

The Executive Director, Development Department, ACM - YMCA, Portugal, requested printed matter which would be of interest to participants of a Seminar on Development Education.

A professor of Agricultural Education, University of the Philippines, requested materials on non-formal education for women and youth.

The Director of the Association for Human Development wrote requesting information on community development efforts.

The Representative of the British Council in Khartoum, Sudan, wrote to request the NFE Information Center's assistance in gathering materials for display at their Seminar "The Role of Non-Formal Education for Development."

A graduate student at Wheaton College wrote to request materials that would help him prepare for a move to Haiti to help implement mass media as a support to local community development.

The Overseas Education Fund of the League of Women Voters, Washington, D.C. wrote to request information concerning the need for alternative child care models to enhance the participation of low-income women in the development process.

The Medical Director, Hopital Protestant, Ivory Coast, wrote to request information that would be applicable to their program of non-formal teaching in villages and out-patient hospital work with mothers and grandmothers, doing nutrition and health teaching (mostly of illerates).

The Director of PASITAM Documentation Center, Indiana University, wrote to request information on population education and family life planning along with literacy training for adults.

A nurse with the Christian Health Association of Liberia wrote to ask our help in locating publishers of books on non-formal education. She also requested a bibliography of health and nutrition and a bibliography concerning factors affecting policy planning and program implementation in non-formal education nutrition programs.

The Director of Planning and Development, Sogang University, Korea, visited the NFE Information Center and requested materials on small rural businesses and management/extension programs for rural areas in order that they may help in development of rural areas through extension programs.

A Peace Corp volunteer in Lesotho requested guidelines for cooperative pre-school programs.

The Director of Xavier Institute of Social Science, India, wrote to request information on peasant movements and organizations.

The Director of Radio New Zealand wrote to request information on formative evaluation.

A program developer with the International Extension College wrote to request information concerning the design of educational games.

An USAID officer wrote to request a brief analytical summary of various forms of NFE - their uses, virtues and limitations.

The Instructional Design Officer, HEED, Bangladesh wrote to request four bibliographies: A Bibliography Concerning Nutrition: Factors Affecting Policy, Planning and Implementation; Additional Organizations Involved in Health/Nutrition Education; Agricultural Organizations Involved in Training, Extension and Research on the Nutritional Quality of Selected Crops; International Agricultural Research Centers: Center Economists and Roster of Training Officers.

The Asian Centre for Training/Research in Social Welfare and Development, UNDP, Manila, wrote to request materials on NFE for use in upcoming subregional training workshops in Korea/Philippines and Bangladesh/India.

An AID person, preparing to leave for Ghana, phoned to request information concerning NFE strategies in nutrition education.

A graduate student wrote to request information in the area of audio-visual educational materials for rural development and specifically India or Sri Lanka.

Trends and Modalities: We find that the requests for topical searches have been very diverse. The most frequent (10 instances) type of special request during 1977 was for information concerning NFE in the context of health, nutrition and population education. Next frequent (7 instances) were requests for information on NFE and media (both mass media and "little" media, e.g., cassettes, etc.). There were 4 instances, each, of requests for information on evaluation (program and formative) and on women and development. In 6 instances we were asked to supply materials and suggested resources for various development-related conferences,

and in 4 instances to recommend core bibliographies on NFE for centers in the developing world. The remaining requests for topical searches were spread over a variety of topics with no one topic receiving more than 3 related requests: adult functional literacy, general community development - "bottom-up" strategies, needs assessment, use of community resources; self-help projects, agriculture, vocational development, pre-school and out-of-school children and youth, cooperatives, NFE in regions - Asia, Africa, Latin America; NFE in specific countries; NFE for the aged; home economics, conceptual analysis and methodology regarding NFE, NFE strategies - games development, popular participation; appropriate technology.

b. Requests for Topical Searches to Locate NFE Centers, Agencies, or Network Participants in a Certain Geographical or Specialty Area

-- In 1974, we received 4 such requests.

-- In 1975, we received 7.

-- In 1976, we received 12.

-- In 1977, we received 22.

Examples in 1977 --

An AID contractee requested a listing of international organizations and university centers doing work on NFE.

A planner with African Medical and Research Foundation, Nairobi, Kenya desired information relevant to in-service training programs for medical auxiliaries.

An USAID officer in Brazil sought the names and addresses of institutions involved with NFE in Latin America.

The Center for Development Research and Action, India, requested the names of NFE resource people in India.

A Peace Corps official wanted a list of institutes doing research related to women and development.

A practitioner in the Philippines requested the names of individuals and institutions involved in NFE in the Philippines.

Accion Cultural Popular wrote to request an inventory of groups involved in non-formal education in Latin America.

The Director, International Network Program, International Educational Development, Inc., Bethesda, Maryland, wrote to request assistance in reaching people and organizations involved in development programs in Latin America for an International Workshop on Integrated Human Development Through the Use of Appropriate Technology.

Trends and Modalities: Requests for identification of NFE centers, agencies and personnel in certain geographic and specialty areas have been varied. It is noteworthy, however, that 6 of the 22 requests in this area were for listings of NFE projects, centers, and practitioners in Latin America. The other requests were for names of NFE planners and practitioners in India and the Philippines, training centers for health auxiliaries, listings of key NFE centers world-wide and key U.S. universities engaged in NFE programs of study and technical assistance. We detect growing interest among NFE planners and practitioners to seek out persons and groups similarly involved. This is not a surprising phenomenon, since professionals in specialty fields have long had their formal and informal professional networks which provide knowledge enrichment and collegiality. What is of particular note here is the emerging tendency of persons of greatly varied specialty backgrounds, and not linked through traditional professional bonds, to seek each other out for collaborative efforts. The NFE Exchange, reflecting the interest of many involved in non-formal education to know who their counterparts are locally and

around the world, supplies names and address of persons and programs to facilitate interaction among persons in contact with the NFE Information Center.

c. Requests for the NFE Information Center to Extend Services and Invite Others into the Network

-- In 1974, we received 3 such requests.

-- In 1975, we received 8.

-- In 1976, we received 29.

-- In 1977, we received 42.

Examples in 1977 --

The Information Officer of The British Council requested that the Information Center send copies of the NFE Exchange to nearly 80 overseas Representatives of the British Council.

An officer of the Agency for International Development requested that we write a letter of invitation to all of the IT Organizations in Africa and the Indian Sub-Continent - 374 total.

An administrator of the Deutsher Volkshochschul-Verband E.V., West Germany, wrote on 2 different occasions to request that the Center send the NFE Exchange, letters and various publications to 6 people/organizations in Africa.

A planner with the Ministry of Education, Indonesia, requested that we send 5 copies of each of the NFE publications so that the Mininstry could aid their NFE technical staffs located in different places.

A fieldworker in Tacambaro, Mexico, requested the addition of of 5 development workers to the mailing list.

An officer with the Bureau of Indian Affairs, New Mexico, asked that 5 names be added to the mailing list.

The President of MSU requested that all the members of the Board for International Food and Agricultural Development be sent the NFE Exchange.

The Ministry of Education, Botswana, requested that four government offices be placed on the mailing list.

An official with World Health Organization asked that ten copies of the NFE Exchange be regularly sent to headquarters for distribution to field staff.

Trends and Modalities: The Information Center continues in a period of great expansion, making contacts, upon request, primarily with NFE fieldworkers. Program planners and administrators are also among those being recommended to the Center for contact. It is of interest that a large majority of requests now make specific mention of the NFE Exchange and indicate desire to have it available to other development planners and practitioners. The Information Center has attempted to be responsive to all groups and persons interested in its services, rather than restrict its concerns to a smaller network of invited "experts" in NFE. Furthermore, every request made of the Center has received a personalized response. The Information Center's policy of both being accessible and giving personal responses to all inquiries has encouraged those already in contact with the Center to act as the major sources of the Center's expanded network. This expansion appears also to be occuring chiefly among those working most directly with the world's poor.

d. Requests for Items to be Included in the NFE Exchange

-- In 1975 (first publication), 10 requests received.

-- In 1976, we received 48 requests.

-- In 1977, we received 25.

Examples in 1977 --

A development worker in Boroko, Papua New Guinea, requested that the Center include a review of Lik Lik Buk in the NFE Exchange.

A researcher with the Centre for the Development of Human Resources in Rural Asia (CENDHRRA), Philippines, requested that we include notice of their newsletter in the NFE Exchange.

A media consultant in Mali asked to be put in touch with others engaged in similar work.

International Planned Parenthood Association, World Education and several other groups asked that we share information concerning available positions.

MAP International and dozens of other organizations sent program descriptions for possible inclusion in the Exchange.

The Director of the Institute of Child Health in London asked that we publicize a new program concerned with the needs of impoverished children throughout the world.

Many groups advised us of the availability of development-related positions with their organizations.

Trends and Modalities: The number of requests for items to be included in the NFE Exchange appears in decline from 1976 to 1977 (48 and 25, respectively). However, the latter figure is unrepresentative in that during 1977 we recieved several hundred organization descriptions, not to mention the hundreds of NFE program descriptions, publications and fugitive materials, from which are drawn the references, project highlights and other items for inclusion in the NFE Exchange.

e. Requests for Information on Education and Training in NFE

-- In 1975, we received 18 such requests.

-- In 1976, we received 29.

-- In 1977, we received 26.

Examples in 1977 --

The Director of SEAMES requested use of the NFE Information Center as basis for MSU/SEAMES relationship in SEAMEO NFE (SNEP) Program.

A graduate student with the School for International Training requested information on NFE program evaluation and possible internships in Latin America.

Several NFE fieldworkers indicated interest in work and/or sabbatical studies in NFE at MSU.

Persons in Nigeria and several other countries, including the U.S., requested information on MSU graduate programs in NFE, correspondence courses, and non-degree programs.

Indigenous associations in Tanzania, Uganda and India requested information concerning in-country training in NFE through MSU.

The Crow Creek Sioux Tribe and the All Indian Pueblo Council requested assistance in planning for NFE.

Trends and Modalities: Most requests concerning education and training in NFE are from persons (U.S. and foreign) who wish to come to MSU for study. Several fieldworkers from developing countries have written in the past year to inquire about the availability of correspondence courses in NFE. The Information Center received about 6 inquiries regarding in-country NFE training.

An additional and rather significant type of request began to be directed to the Center during 1977. These inquiries concerned either the establishment of special linkages between the NFE Information Center and in-country Centers already in existence, or the utilization of our experience in developing and maintaining an information center on NFE. While most of these requests originated

in various Latin American countries (Chile-2, Colombia-1, Venezuela-1), similar requests also came from Pakistan and SEAMEO. In the next section of this paper we will expand on this seeming trend toward fortification and self-sufficiency of in-country information centers, and discuss benefits to be derived from support of such efforts.

C. Summary of Trends and Operating Principles of the NFE Information Center

1. Given priority concerns with attention to the world's most needy (in terms of addressing problems of health, nutrition, agricultural self-sufficiency, functional literacy and numeracy, housing, employment), the Information Center directs its principal efforts to service in this regard. Its focus is upon non-formal education for development and those working at penultimate levels in direct behalf of the world's poor (recognizing that the poor majority is not likely to be in immediate contact with the Information Center).

2. The Information Center operates in order to:

__put people in touch with resources and ideas related to non-formal education for development

__facilitate contacts and promote horizontal linkages among persons and organizations involved in NFE

__consider, within topical areas via the NFE Exchange, what is happening world-wide in NFE aspects of development; note trends, characteristics, structural impediments, issues and choices

__make possible principally an exchange, rather than dissemination, of information and knowledge concerning NFE experiences and resources; encourage feedback and exchange regarding application and validation of NFE-related ideas and practices; promote knowledge generation not only in a top-down (e.g., university) context but also in a bottom-up (i.e., from the people who are the expected "beneficiaries" of NFE research) context.

3. The NFE Information Center is further characterized by:

__its commitment to giving individualized and personalized responses to persons and organizations requesting its assistance;

__its receptivity to the persons making "special requests" of the Center for information and resources regarding pragmatic development concerns, describing the problem or topic of need but not specifying particular names or titles of resources;

__its utility to those development practitioners for whom receiving selected, annotated samples of information and resources is more important than receiving an exhaustive list of computer-based information around a topical "code word;"

__being technologically appropriate for development fieldworkers who cannot use output in the form of microfiche, for example, and who must rely on human assistance in learning about and acquiring appropriate fugitive materials;

__its willingness and commitment to serve the many participants in the NFE Information Center network who are isolated, geographically or in specialty fields, and for whom personal linkage via correspondence plays a seemingly important"moral support" function;

__its cost-effectiveness in that, for salaries totaling about $50,000, the Center staff (comprising a director 85% time, an administrator 10% time, four graduate research assistants each 50% time, a secretary 100% time) researches and prepares four to six issues of the NFE Exchange per year, personally responds to about 300 pieces of correspondence per month, handles approximately 10 "special requests" for topical research each month, maintains the NFE Library comprising about 4000 publications and fugitive materials, and receives visitors to the Information Center.

4. Patterns of participation with the Information Center reveal that:

- those who use the services of the Information Center are remarkably and rather evenly stratified, both in terms of scope and authority (urban-based government ministry personnel to NGO officials to academics to rural practitioners with organizational affiliation to isolated field-workers);

- those writing us are also highly diversified in terms of interests or specialties: all interest areas and sectors are well-represented;

- while most individuals with whom we communicate have an organizational affiliation (government, NGO, academia), it appears that persons are the "prime movers" of the NFE Information Center network and it seems doubtful that pure institutional/institutional linkages would realize the same degree of effectiveness in terms of personal responsiveness, amount of turn-around time for requests, willingness to contribute to the exchange of information, cost-effectiveness;

- the requests for information and resources being made of the Center cover an enormous range of concerns, as detailed in the prior section of this report.

In summary, we find that it is persons inquiring of and responding to other persons, in a personal and increasingly symetrical fashion, which seems to account for the large and diversified volume of exchanges with the Information Center. It also follows that the Center's services (responses to inquiries, exchange of publications on NFE, production and distribution of the NFE Exchange) are being favorably received since the major source of more Center participants is the recommendation of those already in communication with us.

It is well to point out that the receptivity of the Information Center to requests from every type of NFE planner and practitioner, and to requests of a very diversified nature, might be seen as both a strength and a liability. In terms of the former, people write to us, we suspect,

because they know (or have heard) that they will receive quick personal responses. An important aspect of our response strategy is to suggest or refer people to other information resources and centers. In terms of liability, our present efforts are concentrated mostly, but not only, in the exchange dimension of knowledge utilization (as distinguished from the dimensions of application and validation). Furthermore, the Information Center does not claim expertise or wisdom in any sector-specific employment of NFE. It appears, however, that persons in contact with us are more desirous of using the Center's resources and services to learn about NFE-related ideas, options, methodologies, similarly-involved planners and practitioners, while exercisingtheir own judgment regarding application and validation. In this sense, the Information Center is playing an important function to counter the knowledge monopoly concerning NFE and to promote knowledge building among the people whom the knowledge is supposed to serve.

III. Projections of Alternatives for Future Courses of Action

As a preliminary note, the NFE Information Center plans to undertake a systematic study of its impact and the use and effectiveness of it services. This will likely be done via a questionnaire distributed to all receiving the NFE Exchange, presently about 3200. Monies will need to be found for tabulating and analyzing the data collected, though we expect this to be minimal ($2500 approx) for computer-related services, printing and postage.

While we anticipate that such a study will yield important data affecting considerations for future planning, it might be well to here sketch out some general alternatives for future courses of action regarding educational development-related information centers and knowledge networks.

Three types of future projections might be explored: (1) deciding not to support information centers concerning education and development, (2) maintaining present arrangements for information and knowledge sharing, or (3) instigating some changes in the present arrangements. For reasons discussed in this and our earlier reports, the alternative to do nothing seems a poor one. Much to our surprise, the Information Center has discovered the large extent to which development fieldworkers and planners have need of information and resources related to their own program efforts. Furthermore, because they are often based in rural settings and relatively isolated from one another, development practitioners must have an information source attentive to their unique situations. When posing a problem or describing a program, they must receive pragmatically-related

information or resources in field-usable form (i.e., not microfiche). This information needs to be forthcoming quickly and with undue effort or expense on the part of the fieldworker. In addition, the practitioner frequently seeks new linkages with others similarly engaged, whom he or she may not know. Most often those in the field are looking for ideas, resources and human contacts rather than exhaustive collections of topical research data.

Maintaining the present arrangements for information sharing and knowledge generation would mean continued support for several kinds of information services: knowledge generation, "work-in-progress" networks of invited "experts," for example in educational planning; specialized data banks such as IBE and AID's TA Information Center, the latter focusing on documents produced under TA Bureau contracts and grants; and broad-based highly accessible information services, like our own. While present arrangements for information sharing suffice in many instances, we think that (a) more synergistic collaboration could and should be effected among the various information centers in order to make better referrals for those requesting information, and (b) the desire of LDCs to develop their own capacities in knowledge generation, dissemination,exchange, application and validation are not being adequately addressed.

A variety of changes might be projected. In the area of knowledge generation, support not only of university-based research endeavors but also of programs and processes which involve, to a greater extent, the participation of the people themselves in knowledge building, and for purposes as they define them. In the area of knowledge utilization, support not only of "top-down" dissemination of information but also of "bottom-up" types of dissemination and exchange, with target populations involved in choices

and decisions regarding the application and validation of knowledge.

Efforts by information centers might also be encouraged which seek to increase horizontal types of linkages which may by-pass the center itself. Certainly, it seems important to provide the greatest possible access to education and development-related information, so that a knowledge monopoly is not effectively in existence.

So that information might be better generated, collected, exchanged and validated, it seems worthy to support indigenous efforts to develop information centers, able to serve local needs and relate to similar centers regionally and world-wide.

Because a variety of priority orientations and methodologies have evolved from the development-related information centers supported by AID, it would seem useful to have these places share their knowledge about the "hows" of being information centers and of building networks with each other and with interested groups in various LDCs. Information centers which are relatively broad-based in terms of access and scope of development resources, which can handle problem-oriented requests, and which are more cost-effective, and perhaps labor-intensive, would seem to have strategies of particular relevance to settings in the developing world.

Many courses of action present themselves, and we mention just a few: the convening of persons involved with the operation of information centers to share information and ideas, site examinations of various centers, selection and contracting of an information center to develop a manual on ways to develop such a center, perhaps in collaboration with an LDC-based group(s), (including detailed "how to" guides for various parts of the operation), support of special linkages between informa-

tion centers in the US and LDCs and between various LDC centers, support of several interested LDC-based groups to develop information centers.

We expect that the ideas and future options here sketched will raise many issues and additional alternatives, and we welcome the opportunity to further consider the effective use of information services for development.

NON-FORMAL EDUCATION INFORMATION CENTER

PROGRAM OF STUDIES AND TECHNICAL ASSISTANCE IN NON-FORMAL EDUCATION

MICHIGAN STATE UNIVERSITY

A Report of Progress
Annual Supplement for 1978

Joan M. Claffey, Director

February 1979

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Joan M. Claffey

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IN COOPERATION WITH THE DEVELOPMENT SUPPORT BUREAU

AGENCY FOR INTERNATIONAL DEVELOPMENT, WASHINGTON, D. C.

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NON-FORMAL EDUCATION INFORMATION CENTER

Program of Studies and Technical Assistance
in Non-Formal Education

Michigan State University

I. Introduction

This annual report concerns the activities of the Non-Formal Education (NFE) Information Center during 1978. As we review the work of the year, we note the persistent frequency of requests being directed to the Center (75 per week) and the growing percentage of these which are coming from participants in the lesser developed countries (about 40 percent). We have documented changes in the demographic composition of the NFE network, the kinds of requests for our resources and the services rendered in response. Over 1000 documents (most of these "fugitive" or inaccessible) were contributed by development planners and practitioners to the NFE resource collection. Four issues of the NFE Exchange (on skills training for adults, education and entertainment, women in development, the training of trainers) were produced and 18,000 copies distributed worldwide, along with more than 3000 copies of the other MSU publications on non-formal education.

But more revealing, perhaps, than these figures which evidence the expansion of the Center, are illustrative highlights from the correspondence which point to the complex role which the NFE Information Center is being asked to play. With increasing frequency persons are calling upon the Center for print resources and organization referrals related to very particular areas of concern. They write to describe their projects, their problems, and they appeal for unnamed resources pertinent to their work. The fields most frequently cited for special resources during the past year include: literacy, numeracy and basic

education; women in development; health and nutrition; communication and media; agriculture; population education; integrated community development. In most cases, these problem-oriented requests for assistance and unnamed resources come from people who are practicing non-formal education for development at "grass-roots" levels.

Sometimes the appeal is not only for materials but for encouragement and support. Still others corresponding with the Center solicit critique and commentary on their ideas, their writings, and on their project strategies. They seek not simply information but dialogue and critical reflection.

We have found, not with surprise, that our research staff needs not only to be able to "read between the lines" of these problem-oriented requests and appeals for critique and support, but also to empathize with the practitioner in order to respond appropriately to his or her request. All of the research staff have themselves worked in development projects in Africa, Asia, or Latin America. We have found this experience, rather than that of the information specialist per se, absolutely essential to the functioning of the Non-Formal Education Information Center.

Further ramifications of this complex role emerging for the Center will be discussed in more depth later in the report. To examine the evolution of the NFE Information Center more completely, your attention is directed to the "Report of Progress and Recommendations for the Future" (February 1977) (AID Control No. PN-AAC-870), "Issues Paper Concerning Future Directions and Activities" (April 1977) and "A Report of Progress Annual Supplement for 1977" (AID Control No. PN-AAF-054).

An overview of the NFE Information Center at the end of 1978 reveals the following statistics:

1. Number of Persons in the Network

   August 1974 : 200
   December 1976: 2016
   December 1977: 3231
   December 1978: 3498[1]

2. Number of Countries Represented: 131

3. Number of Requests Weekly: approximately 75

4. Location of Network Affiliates

   Domestic: 1442 persons, including foreign nationals studying in the U.S.

   Foreign: 2056 persons, of whom about 179 are USAID or other U.S. government personnel.

5. Number of Publications and Documents Distributed in 1978

   MSU Exchange Publications on NFE: 3079[2]

   NFE Exchange: 4 issues with an average circulation of 4000 per issue.

6. Number of Publications, Documents and Fugitive Materials Contributed to the Information Center:

   --- In 1977

   Approximately 70 publications and fugitive materials per month.

   Approximately 100 periodicals per month.

   --- In 1978

   Approximately 80 publications and fugitive materials per month.

   Approximately 110 periodicals per month.

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[1] The number of persons joining the NFE network during 1978 was actually higher than might appear (i.e., approximately 600 rather than 267) because of deletion of names for lack of forwarding addresses or suspension of some foreign mail service.

[2] Additional MSU publications on NFE, now out-of-print, were distributed to network participants in lower-income countries by the AID R&D Report Distribution Center.

II. Activities and Trends

A. Increasing World-Wide Interest in Non-Formal Education and Growth of the NFE Information Center Network

During 1978, approximately 600 additional persons and organizations asked to be placed on the mailing list so they might receive the NFE Exchange regularly. This figure does not reflect, however, the many one-time-only requests for information, materials and references received by the NFE Information Center which did not result in addition to the mailing list.

An analysis of Tables 1 through 7 shows the following characteristics of the persons interacting with the NFE Information Center:[1]

- 65% of the total network population (3498) is outside the US.
- An analysis of the network in December 1975 showed that the largest percentage of participants in Asia, Africa and Latin America came from the ministries and departments of government at national and regional levels. By December 1976, roughly equivalent percentages of participants in these regions were found in non-governmental organizations and universities, as well as in government. In December 1977, the plurality of participants in these regions was affiliated with non-governmental organizations. By the end of 1978, the tendency for the plurality (36%) of network participants from these regions to be non-governmental personnel remained constant. Non-governmental organizations also accounted for the largest percentage of participants in Europe in 1978.
- Within North America, the largest percentage of participants are affiliated with universities.
- For Asia, Africa, Latin America and Europe the majority of network participants work in NGO's or in universities and development-related institutes.

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[1] The network demographic analysis does not account for the many foreign nationals studying or teaching at U.S. or European universities. At least 70 U.S. government personnel (mainly posted in USAID missions) are listed as in Asia, Africa or Latin American regions. In effect, our data analysis suggests a smaller number of network participants within the lesser-developed countries than exists.

TABLE 1: NFE NETWORK DISTRIBUTION BY REGIONS AND ORGANIZATIONAL AFFILIATION, JANUARY 1979, WITH PERCENTAGES COMPUTED BY REGIONS

	North America	Europe	Latin America	Africa	Asia	Oceania	Total
UNIV. AND OTHER ACADEMIC INSTITUTIONS	n = 798 52%	n = 84 30%	n = 58 13.5%	n = 127 26%	n = 164 24%	n = 19 34%	n = 1250 36%
GOVERNMENT	n = 91 5%	n = 23 8.2%	n = 71 16.6%	n = 126 25%	n = 127 19%	n = 10 18%	n = 428 12%
U.S. GOVT PERSONNEL	n = 156 10%	n = 5 1.8%	n = 67 15.6%	n = 62 13%	n = 39 6%	n = 6 11%	n = 335 10%
NON-GOVT'L ORGANIZATIONS	n = 371 24%	n = 136 48%	n = 162 37.8%	n = 141 28%	n = 284 41%	n = 14 25%	n = 1108 32%
BUSINESS	n = 34 2%	n = 0 0%	n = 2 0.5%	n = 4 0.8%	n = 8 1%	n = 0 0%	n = 48 1%
INDIVIDUALS (or persons not identified in above categories)	n = 121 7%	n = 34 12%	n = 68 16%	n = 36 7.2%	n = 63 9%	n = 7 12%	n = 329 9%
TOTALS	n = 1551 100%	n = 282 100%	n = 428 100%	n = 496 100%	n = 685 100%	n = 56 100%	N = 3498 100%

TABLE 2: NFE NETWORK DISTRIBUTION FOR NORTH AMERICA, BY ORGANIZATIONAL AFFILIATION, JANUARY 1979

	U.S.-MSU and Michigan	U.S.— rest	Canada	Total North America
UNIVERSITIES AND OTHER INSTITUTIONS	n = 207 73%	n = 535 46%	n = 56 51%	n = 798 52%
GOVERNMENT	n = 0 0%	n = 64 6%	n = 7 6%	n = 71 5%
U.S. GOVERNMENT PERSONNEL	n = 0 0%	n = 156 13%	n = 0 0%	n = 156 10%
NON-GOVT'L ORGANIZATIONS	n = 8 3%	n = 329 28%	n = 34 32%	n = 371 24%
BUSINESS	n = 2 1%	n = 32 3%	n = 0 0%	n = 34 2%
INDIVIDUALS (or persons not identified in above categories)	n = 65 23%	n = 44 4%	n = 12 11%	n = 121 7%
TOTALS	n = 282 100%	n = 1160 100%	n = 109 100%	N = 1551 100%

TABLE 3: NFE NETWORK DISTRIBUTION FOR EUROPE,

BY ORGANIZATIONAL AFFILIATION, JANUARY 1979

	North Europe	West Europe	East Europe	South Europe	Total Europe
UNIV. AND OTHER ACADEMIC INSTITUTIONS	n = 54 41%	n = 25 20%	n = 3 75%	n = 6 20%	n = 88 30%
GOVERNMENT	n = 13 9%	n = 1 0.8%	n = 0 0%	n = 5 17%	n = 19 6.6%
U.S. GOVT PERSONNEL	n = 0 0%	n = 2 1.6%	n = 0 0%	n = 3 10%	n = 5 1.7%
NON-GOVT'L ORGANIZATIONS	n = 49 37%	n = 77 63%	n = 1 25%	n = 14 47%	n = 141 49%
BUSINESS	n = 2 2%	n = 0 0%	n = 0 0%	n = 0 0%	n = 2 0.7%
INDIVIDUALS (or persons not identified in above categories)	n = 15 11%	n = 18 14.6%	n = 0 0%	n = 2 6%	n = 35 12%
TOTALS	n = 133 103%	n = 123 100%	n = 4 100%	n = 30 100%	N = 290 100%

TABLE 4: NFE NETWORK DISTRIBUTION FOR LATIN AMERICA, BY ORGANIZATIONAL AFFILIATION, JANUARY 1979

	Middle America	South America	Carribbean	Total Latin America
UNIVERSITIES AND OTHER ACADEMIC INSTITUTIONS	n = 9 8 %	n = 45 16%	n = 4 10%	n = 58 13.5%
GOVERNMENT	n = 19 17%	n = 43 16%	n = 9 21%	n = 71 16.6%
U.S. GOVERNMENT PERSONNEL	n = 24 22%	n = 26 9%	n = 17 41%	n = 67 15.6%
NON-GOVT'L ORGANIZATIONS	n = 42 39%	n = 111 40%	n = 9 21%	n = 162 37.8%
BUSINESS	n = 2 2%	n = 0 0%	n = 0 0%	n = 2 0.5%
INDIVIDUALS (or persons not identified in above categories)	n = 13 12%	n = 52 19%	n = 3 7%	n = 68 16%
TOTALS	n = 109 100%	n = 277 100%	n = 42 100%	N = 428 100%

TABLE 5: NFE NETWORK DISTRIBUTION FOR AFRICA,

BY ORGANIZATIONAL AFFILIATION, JANUARY 1979

	North Africa	West Africa	East Africa	Middle Africa	Southern Africa	Total Africa
UNIV. AND OTHER ACADEMIC INSTITUTIONS	n = 7 28%	n = 60 29%	n = 39 23%	n = 2 6%	n = 21 33%	n = 127 26%
GOVERNMENT	n = 5 20%	n = 55 26%	n = 37 23%	n = 11 31%	n = 18 29%	n = 126 25%
U.S. GOVT PERSONNEL	n = 5 20%	n = 33 16%	n = 9 6%	n = 9 26%	n = 6 10%	n = 62 13%
NON-GOVT'L ORGANIZATIONS	n = 6 24%	n = 55 26%	n = 63 38%	n = 8 23%	n = 9 14%	n = 141 28%
BUSINESS	n = 0 0%	n = 0 0%	n = 4 2%	n = 0 0%	n = 0 0%	n = 4 0.8%
INDIVIDUALS (or persons not identified in above categories)	n = 2 8%	n = 7 3%	n = 13 8%	n = 5 14%	n = 9 14%	n = 36 7.2%
TOTALS	n = 25 100%	n = 210 100%	n = 163 100%	n = 35 100%	n = 63 100%	N = 496 100%

TABLE 6: NFE NETWORK DISTRIBUTION FOR ASIA,
BY ORGANIZATIONAL AFFILIATION, JANUARY 1979

TABLE 7: NFE NETWORK DISTRIBUTION FOR OCEANIA,
BY ORGANIZATIONAL AFFILIATION, JANUARY 1979

	S.W. Asia	Middle So. Asia	S.E. Asia	East Asia	Total Asia	Total Oceania
UNIV. AND OTHER ACADEMIC INSTITUTIONS	n = 9 22%	n = 48 16%	n = 91 28%	n = 16 67%	n = 164 24%	n = 19 34%
GOVERNMENT	n = 14 34%	n = 52 18%	n = 60 19%	n = 1 4%	n = 127 19%	n = 10 18%
U.S. GOVT PERSONNEL	n = 7 17%	n = 19 6%	n = 10 3%	n = 3 12.5%	n = 39 6%	n = 6 11%
NON-GOVT'L ORGANIZATIONS	n = 5 12%	n = 145 49%	n = 131 40.5%	n = 3 12.5%	n = 284 41%	n = 14 25%
BUSINESS	n = 0 0%	n = 3 1%	n = 5 1.5%	n = 0 0%	n = 8 1%	n = 0 0%
INDIVIDUALS (or persons not identified in above categories)	n = 6 15%	n = 30 10%	n = 26 8%	n = 1 4%	n = 63 9%	n = 7 12%
TOTALS	n = 41 100%	n = 297 100%	n = 323 100%	n = 24 100%	N = 685 100%	N = 56 100%

The increase in the number of documents and fugitive materials contributed to the NFE Information Center is another indicator of the continuing world-wide interest in non-formal education. Table 8 gives an approximate breakdown of the sources (geographical and organizational) and focus of documents contributed during a five-month period in 1978. Figure 1 is an illustration of the flow of documents into the NFE Information Center during the same year.

Analysis of Table 8 and Figure 1 shows these characteristics:

- Contributions to the NFE Information Center during 1978 increased about 23% over those in the previous year.
- Participants from Asia and North America contributed most materials to the Center.
- The trend for personnel from non-governmental organizations to contribute the largest number of documents continues. Representatives from government organizations donate materials less frequently, followed by academicians. It is important to note that, while we identify sources by organization in our records, the large majority of documents received are sent by individuals who are in the network.
- Although a little over 40% of the NGO donations come from North America it should be understood that most of these come from international organizations such as the United Nations.
- The largest number of incoming documents relate to integrated community development. Included in this category are materials which focus on integrated rural development, leadership and cooperatives, and content areas such as health, agriculture and nutrition where these sectors are considered as components of integrated development.
- The number of materials contributed to the NFE Information Center on functional literacy and basic education showed a marked increase between 1977 and 1978 (from 10% to 21%). The largest numbers of these documents were contributed from Asia, Africa and Latin America.
- A fairly high percentage (15%) of materials received related to the vocational/industrial sector and to training. The majority of these came from Asia, Latin America and Africa.
- Health, nutrition, population education and human ecology continue to be important as reflected by the contribution of materials to the NFE Information Center. The majority of these documents came from contributors in Europe. Again, one should bear in mind, that many of these materials were contributed from European-based international organizations.

Materials seem to have been contributed to the Center in a cyclical manner. There appears to be a relationship between receipt of the NFE Exchange and the sending of materials to the Center. Figure 1 shows that about six weeks after the newsletter is mailed there is a marked increase in materials received by the Center.

While contributions are cyclical, it should be noted that, in 1978, each cycle rise in contributions was greater than the previous cycle's high.

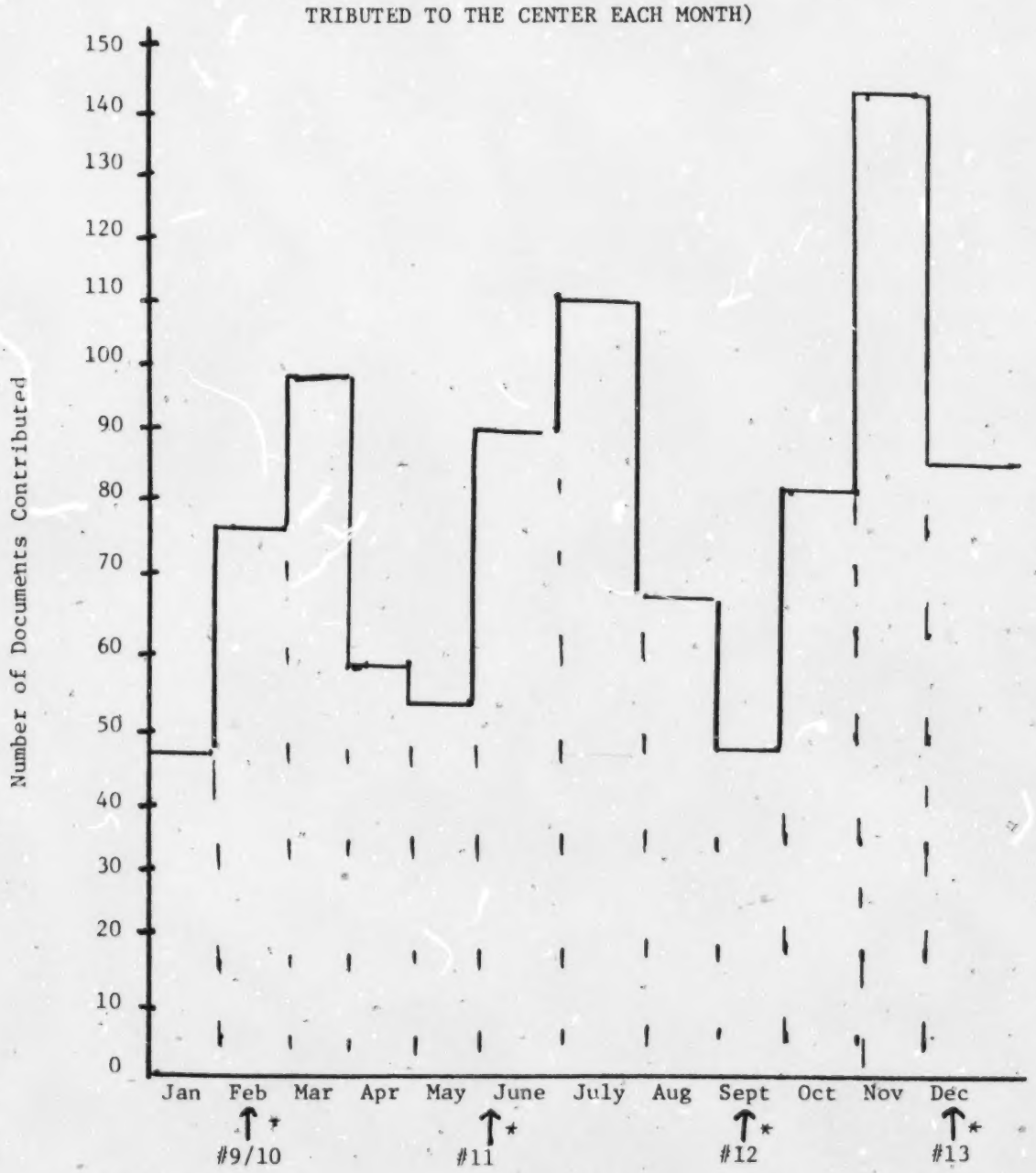
TABLE 8: MATERIALS CONTRIBUTED TO THE NFE INFORMATION CENTER, IN A FIVE-MONTH PERIOD, AUGUST-DECEMBER 1977, BY SOURCE (GEOGRAPHICAL AND ORGANIZATIONAL) AND SECTOR OR SUBJECT FOCUS

Subject \ Source	N. America	Europe	Latin Amer.	Africa	Asia	Total
HEALTH NUTRITION POPULATION ED HOME ECON	N = 11 G: 5 NGO: 3 A = 3 7%	N: 28 G: 10 NGO: 18 47%	N = 7 G: 6 NGO: 1 19%	N: 2 NGO: 1 A: 1 4%	N: 7 G: 3 NGO: 3 A: 1 5%	N = 55 G: 24 NGO: 26 A: 5 13%
AGRICULTURE	N = 7 G: 1 NGO: 4 A: 2 5%	N: 4 G: 3 NGO: 1 7%	N: 4 NGO: 3 A: 1 11%	N: 0 0%	N: 14 G: 10 NGO: 1 A: 3 9%	N: 29 G: 14 NGO: 9 A: 6 7%
BASIC EDUC FUNCT LITERACY	N: 25 G: 1 NGO: 16 A: 8 16%	N: 9 G: 1 NGO: 7 A: 1 16%	N: 7 G: 3 NGO: 4 19%	N: 12 G: 6 NGO: 4 A: 2 26%	N: 39 G: 24 NGO: 11 A: 4 27%	N: 92 G: 35 NGO: 42 A: 15 21%
VOC/INDUS-TRIAL TRAINING	N: 17 G: 2 NGO: 7 A: 8 11%	N: 7 G: 1 NGO: 4 A: 2 12%	N: 7 G: 1 NGO: 4 A: 2 19%	N: 8 NGO: 3 A: 5 17%	N: 39 G: 19 NGO: 7 A: 3 20%	N: 68 G: 23 NGO: 25 A: 20 15%
INTEGRATED RURAL DEVT COMM DEVT , COOPS LEADERSHIP	N: 63 G: 6 NGO: 53 A: 4 42%	N: 4 G: 1 NGO: 3 7%	N: 4 G: 1 NGO: 3 11%	N: 15 G: 3 NGO: 5 A: 7 32%	N: 29 G: 15 NGO: 11 A: 3 20%	N: 115 G: 26 NGO: 75 A: 14 26%
COMMUNICA-TION MEDIA	N: 11 G: 2 NGO: 3 A: 6 7%	N: 2 NGO: 2 3%	N: 2 NGO: 2 6%	N: 6 G: 1 NGO: 4 A: 1 13%	N: 7 G: 5 NGO: 1 A: 1 5%	N: 28 G: 8 NGO: 12 A: 8 6%
GENERAL NFE THEORY	N: 16 NGO: 6 A: 10 11%	N: 3 G: 1 A: 2 5%	N: 3 G: 1 A: 2 9%	N: 3 NGO: 1 A: 2 6%	N: 19 G: 6 NGO: 10 A: 3 13%	N: 44 G: 8 NGO: 17 A: 14 10%
APPROPRIATE TECHNOLOGY	N: 1 G: 1 1%	N: 2 NGO: 2 3%	N: 2 NGO: 2 6%	N: 1 A: 1 2%	N: 2 G: 2 1%	N: 8 G: 3 NGO: 4 A: 1 2%
TOTALS	N: 151 G: 18 NGO: 92 A: 41 100%	N: 59 G: 17 NGO: 37 A: 5 100%	N: 36 G: 12 NGO: 19 A: 5 100%	N: 47 G: 10 NGO: 18 A: 19 100%	N: 146 G: 84 NGO: 44 A: 18 100%	N: 439 G: 141 NGO: 210 A: 88 100%

G= Government NGO=Non-govt'l orgzn. A=Academic I=Individual

Note: Data do not reflect the 100 or so periodicals sent to the Information Center monthly.

FIGURE 1: DISTRIBUTION, BY MONTH OF INCOMING DOCUMENTS TO NFE INFORMATION CENTER. (DOES NOT REFLECT THE OVER 100 PERIODICALS CONTRIBUTED TO THE CENTER EACH MONTH)



* Arrows indicate when issues of the NFE Exchange were mailed.

1978

B. Changing Nature of Requests for Services from the NFE Information Center

1. General Observations

a. The largest number of requests continues to be for the publications of the Program of Studies in Non-Formal Education at Michigan State University: the MSU Study Team Reports, the Supplementary Papers and the NFE Exchange. Aside from the NFE Exchange, well over 3,000 of the in-print publications were distributed by the NFE Information Center. We continue to receive requests for the increasing number of out-of-print publications. These requests are met by the AID Report Distribution Center and made available to persons in low-income countries without charge. The majority of publication requests are from persons from Africa, Asia and Latin America. In addition, over 16,000 copies of the NFE Exchange were distributed to persons requesting it.

b. There continues to be an increase in the number of persons who have heard about the services of the Center from sources other than the Center. There appear to be three principal sources of information about our work: colleagues, citations in publications, and development-related organizations.

c. In 1978,there was a marked increase in the number of persons asking for topically-oriented materials to meet their own development program needs. A large increase is also noted in requests relating to further training.

2. Special Task Requests

a. Requests for Topical Searches for NFE Print Resources

__In 1974, we received 8 such requests

__In 1975, we received 23.

__In 1976, we received 53.

__In 1977, we received 70.

__In 1978, we received 82.

Examples in 1978--

1. A volunteer from CARE, Inc. stationed in Belize asked for information related to primary level agriculture and rural studies.

2. A graduate student from the University of Wisconsin preparing to go to Afghanistan asked for bibliographies pertaining to health education.

3. A consultant for the International Planned Parenthood Federation requested information about community level, integrated projects in Latin America and the Caribbean and requested the NFE Exchange to use as background reading for participants in a series of conferences relating to health, family planning, nutrition, rural development, agriculture, and literacy training.

4. A Regional Program Officer from the Gambia requested resources related to community and extension skills as she was setting up an agricultural project for women.

5. A Peace Corps Volunteer working as an agricultural economist in Nicaragua wanted information on NFE and on explaining the concept of credit to farmers.

6. A Peace Corps worker in Guatemala requested information about health and nutrition with an emphasis on working with pre-literate adults.

7. A representative of the Agricultural Information Service of Botswana asked for information about non-formal education and the use of radio in NFE programs.

8. The Media Production Specialist of the Extension Aids Unit of the Gambia asked for materials on non-formal education and radio, film and graphic production as well as bibliographies that relate to these areas and to literacy. He also requested a list of the papers available to participants in the Conference on Non-Formal Education and the Rural Poor.

9. A practitioner working on behalf of women in development requested that the Center identify sources where her organization might find basic health information for women in developing countries who are beginning self-help programs. She also requested materials related specifically to women in development.

10. A fieldworker in Upper Volta wanted information on assessing needs of women and designing nontraditional programs to meet these needs.

11. The audio-visual coordinator of Agri-Service-Ethiopia, a non-governmental organization involved in agriculture, home sciences, socio-economics and hygiene, asked for information related to adult education and communication.

12. A researcher in Colombia requested information on the field of non-formal education for her work on the interpersonal relationship as a medium to reinforce learning in an NFE program.

13. A planner in Nigeria requested information on the concepts behind formal and non-formal education, appropriate technology for non-formal education, designing, analyzing and evaluating NFE projects, and the future of non-formal education.

14. An extension social worker from Nigeria requested information on community development.

15. The Acting Extension Aids Officer of the Ministry of Agriculture and Natural Resources in Malawi asked for help in connection with the evaluation of NFE work.

16. The Asia/Pacific Program Officer for VITA requested information on small engine repair for a volunteer in Fiji and materials related to the development of a literacy program for a volunteer in Nepal.

17. The Coordinator of the Kaputa Joint Development Project in Zambia requested information regarding the education of villages towards self-reliance.

18. A representative of Global Village Crafts requested information to assist in the development of a workshop in Calcutta on issues of rural communication.

19. A Chilean student studying in West Germany requested materials on adult education in literacy and numeracy.

20. A member of MAP International asked for a bibliography of articles in Spanish on community health for a workshop which was to be held in Ecuador.

21. The UNESCO Chief Technical Advisor from the State of Qatar asked for publications in child care and development, family relations, consumer education, food and nutrition, clothing construction and textiles and home management.

22. A practitioner who was preparing for an assignment in Sabah, Eastern Malaysia asked for publications that would help him develop literacy and basic education materials for adults in rural areas.

23. A member of the Nutrition Education Department of Meals for Millions Foundation requested resource materials on non-formal education and information on non-formal education approaches to training and learning in nutrition education.

24. A Clinical Medical Officer requested materials on health education to use with pre-literate Bangladeshi immigrants in England.

25. A professor from the School of Nursing at the University of Minnesota asked for materials on non-formal education and working with pre-literate people in preparation for a move to Haiti.

26. A consultant requested information on non-formal education with an emphasis on women in the Third World. She also requested names of organizations which sponsor NFE programs overseas.

27. A representative of the Agricultural Information Service of the Ministry of Agriculture in Botswana asked for assistance in iden - tifying information for a handbook to help agricultural extension officers improve agriculture in rural areas.

28. A representative from Mejor Television Para Niños, in Mexico City, wrote asking for materials to enable them to share information in all areas to enrich the lives of children and their parents.

29. A Peace Corps Volunteer in Senegal asked for information to help her develop classes in elementary nutrition, health care and sanitation for expectant mothers and children.

30. The Assistant Librarian from the Africa Regional Office of the International Planned Parenthood Federation asked for information on non-formal education for an intensive course on non-formal education and family planning.

31. A graduate student from Kentucky, preparing to return to Burundi to start a communications project, asked for information on the use of cassettes in adult education.

32. The Director of Project Push-Ahead in India asked for information, techniques and tools to assist him and his colleagues in the development of NFE programs for tribal people.

33. The Women's Programme Officer of the Rural Development Project in the Gambia asked for literature that relates to organizing rural women's societies, credit, cooperatives, agriculture and labor-saving devices.

34. The Director of BPKB in Indonesia requested materials for their library on literacy and basic education, agriculture, hygiene and health, cottage industries, community development with an emphasis on training and extension.

35. A missionary from the Ivory Coast wrote requesting materials to assist his work with pre-literate community leaders.

36. A researcher from the University of Denver asked that information on simple management techniques for rural food processing industries be sent to a person in the Philippines.

Trends and Modalities. The requests for topical searches continue to be very diverse. The most frequent (18) type of special request was for general materials on non-formal education. Next frequent (16) were requests for print materials in two areas: non-formal ecucation in the context of literacy, numeracy and basic education, and women in development in the context of specific programs. Non-formal education as it related to health and nutrition continues to be a high priority for members of the NFE network; in 1978 we received 14 requests in this area. Next frequent (10) were requests for information on communication. Requests for information on population education and agriculture were next frequent, nine instances for each. There were eight instances of requests for materials on community development. We received four requests, each, for information on the vocational/industrial sector (including small business and adult education) and three requests, each, for evaluation, training, program design, appropriate technology and credit.

The remaining requests were for information in a wide variety of areas:

conscientization, rural studies, NFE materials for conference participants, cross-cultural and experiental education, extension skills, media hardware, buildings for an NFE unit, mobile units for NFE work, cross-cultural counseling, needs assessment, rural development, case studies, interpersonal relationships, small engine repair, conference development and education of drop-outs from the formal primary education system. It is also worth noting that many of the requests we received asked for materials that related specifically to a geographical area as well as having a topical parameter.

b. Requests for Topical Searches to Locate NFE Centers, Agencies, or Network Participants in a Certain Geographical or Specialty Area

__In 1974, we received 4 such requests.
__In 1975, we received 7.
__In 1976, we received 12.
__In 1977, we received 22.
__In 1978, we received 16.

Examples in 1978--

1. An economist from the American Friends Service Committee requested a list of people and projects involved in NFE projects and small businesses in Mexico.

2. An official of the Verala Irrigation and Development Project Society in India requested names and addresses of people working in adult education in seven European countries so that he might be able to meet them during a study tour.

3. The librarian of the National Centre for the Adult Education and Training Project in Iran requested a list of names and addresses of North American universities and organizations which are involved in, offer courses in or have publications relating to non-formal education.

4. The National Coordinator of Federacao de Orgaos Assistencia Social e Educacional requested a list of U.S. organizations which might give financial support to basic education in Brasil.

5. An AID consultant requested a list of organizations which sponsor NFE programs overseas.

Trends and Modalities. The requests for identification of NFE centers, agencies and personnel in certain geographic and speciality areas varied considerably. The majority (seven) of the requests were for organizations rather than for the names and addresses of individuals, and most of the addresses were requested for research purposes (three instances). The need for training and interagency communication each initiated two requests. The other requests (one each) were for work opportunities, information on small businesses, financial support, NFE Center participants in India, and organizations conducting research about women.

There continues to be a tendency for people who are not linked through traditional professional bonds to seek each other out to share ideas and concerns. The identification of counterparts, regardless of job definition, is important. The decrease in number of requests compared with 1978 may be due to several reasons. The staff of the NFE Center has been sensitive to the wish of people in the field to identify others with similar tasks. It, therefore, tries to make the NFE Exchange serve as a communication link by including very complete address information in the project highlights section, increasing the size of the Reference Review and Network News sections, and adding more fugitive documents and their sources to the Bibliography section. Additionally, as the NFE network develops and the links between participants increase, it is desirable that the use of the Center as a "go-between" decreases while its role as a facilitator for direct communication between participants increases. The Center appears to be approaching this goal while still meeting the needs of those who make requests directly to the Center.

c. Requests for the NFE Information Center to Extend Services and Invite Others into the Network

__In 1974, we received 3 such requests.

__In 1975, we received 8.

__In 1976, we received 29.

__In 1977, we received 42.

__In 1978, we received 50.

Examples in 1978 --

1. The Director of the International Development Service suggested that three organizations (one in Europe, one in Nepal and one in Kenya) might find the NFE Exchange useful.

2. The Director of the Institute of American Indian Arts of the Bureau of Indian Affairs in New Mexico asked that 13 people be added to our mailing list.

3. A faculty member from Stanford University in California asked that the Asociacion Boliviana de Educacion No-Formal continue to receive the NFE Exchange even though he would no longer be working with this organization in Bolivia.

4. The representative of The British Council in Sierra Leone requested that five government departments and individuals be included on our list to receive the NFE Exchange.

5. A representative of Servico Nacional de Aprendizagem Industrial in Brasil asked that we add eight colleagues to our mailing list.

6. The Women's Program Advisor of the Bangladesh Rural Advancement Committee requested that two colleagues be offered our services.

7. The Manager of World Education Resource Center asked that we begin sending the NFE Exchange to nine people in Africa, Asia and Latin America.

8. A correspondent from New York asked that we include the Director of Non-Formal Education in Honduras on our mailing list.

9. A representative of the Adult Education Division of the Ministry of Education of Thailand asked that we send the NFE Exchange to its four regional centers.

10. A faculty member from the University of Cape Coast in Ghana requested that we offer services to the Science Education Programme for Africa.

11. An AID representative in Chad requested that we include one of her colleagues on our mailing list.

12. A Peace Corps Volunteer from Malaysia asked that we extend services to two Health Education Officers in that country.

Trends and Modalities. The requests for the Center to extend services and to invite others into the network continued at a steady pace. There were almost three times as many requests to add individuals to our mailing list than there were to include specific organizations. Many were requests for the Center to extend services to colleagues who were in a different organization than that of the person initiating the request. The trend continued for more field workers than other development workers to be added to our mailing list. The addition of organizations to our mailing list suggests that the work of the Center is also reaching planners and administrators. It should also be noted that, in many cases, requests originating from the United States are frequently to include people from low-income countries on our mailing list. Although the NFE Exchange was most frequently mentioned in letters to us, other MSU publications on NFE were also requested.

The Center has maintained its commitment to be responsive to all persons who wish to avail themselves of the services that it offers. The Center staff has continued to send a personalized response to all letters we receive. This policy of both being accessible and giving personal responses to all inquiries, encourages those already in the network to act as catalysts for expanding the NFE network. A number of letters come to us from individuals who say that a copy of the newsletter has been passed on to them from a colleague who is already part of our network. This kind of growth seems especially prevalent among those

members of the network who are fieldworkers rather than policy makers or administrators.

d. Requests for Items to be Included in the NFE Exchange

__In 1975 (first publication), 10 requests received.

__In 1976, we received 48 requests.

__In 1977, we received 25.

__In 1978, we received 26.

Examples in 1978 --

1. The administrator of the Institute of Management and Production in Kingston, Jamaica inquired about the possibility of publishing a paper about extra-mural work in the Carribbean in the NFE Exchange.

2. A representative of World Education suggested that some of the materials they produce might be worth bringing to the attention of people in our network who are involved in development programs.

3. A representative of the Institute of Education of the University of London requested that we mention two of their publications in the NFE Exchange.

4. The coordinator of the second International Symposium of Engineering on "Technology Appropriate to Underdeveloped Countries" and sponsored by the Universidad Centroamericana Jose Simeon Canas in El Salvador requested that we make the conference known to colleagues.

5. A training officer for the International Institute of Rural Reconstruction (IIRR) requested that we advise readers of the NFE Exchange of the training sessions IIRR has scheduled for 1979.

6. The publications coordinator of the Center for International Education at the University of Massachusetts requested that three of their publications be reviewed or mentioned in a forthcoming issue of the NFE Exchange.

7. The Network Coordinator of the Participatory Research Project in Toronto, Canada requested that we review two Working Papers in the newsletter.

8. A representative of the Health Education Council in London asked that we announce the 10th International Conference on Health Education in our newsletter.

Trends and Modalities. The number of requests for items to be included in the NFE Exchange remained steady between 1977 and 1978. The requests varied considerably. The most frequent (five) were those that asked us to announce the availability of publications or materials in the newsletter. There were also requests to announce conferences, describe and announce positions, training opportunities, and the availability of publications. It should be noted that these figures only reflect specific requests and that, in addition, the Center received hundreds of organizational descriptions and publications which are brought to the attention of participants in the network through our correspondence and the NFE Exchange.

e. Requests for Information on Education and Training in NFE

__In 1975, we received 18 such requests.

__In 1976, we received 29.

__In 1977, we received 26.

__In 1978, we received 44.

Examples in 1978--

1. A representative of the Social Development Training Centre in Nigeria inquired as to whether the NFE Center offers training programs for field workers and administrative staff.

2. A professor from Colorado asked that the NFE Center consider sponsoring a program on educational concepts, techniques and methods that relate to community development and socio-economic change in India.

3. A representative on World Education in Nepal asked if the University offered short term training programs for project staff.

4. A faculty member from the University of California at Davis inquired about placing graduate students at the NFE Center for an internship program.

5. A community development Officer from Nigeria wrote to ask if we offered a diploma in non-formal education and community development.

6. A representative of the integrated Rural Development Service Society requested information pertaining to training workshops and seminars.

7. A representative of the U.S. Department of State inquired about the possibility of sending an Afhgan researcher to visit MSU and to use the resources of the library and to consult with faculty of the Program of Studies in Non-Formal Education.

8. A faculty member from Stanford University wrote to ask for information on summer school programs in non-formal education for graduate students from Africa, Asia and Latin America.

9. Crossroads Africa asked us to offer a seminar and workshops on program planning and proposal writing for two groups of leaders from various African countries.

Trends and Modalities. There has been a substantial increase in the number of requests coming to the NFE Center that relate to education and training in non-formal education. Most letters inquiring about education and training in non-formal education are requests for study at MSU. In some cases, the requests were for correspondence courses from MSU so field workers could continue in their jobs while pursuing further study. The Center also received requests to provide training for field and administrative staff on the campus, and several requests to conduct training in the field. In addition, there were three requests for the Center to provide internship opportunities for students preparing for work overseas.

The NFE Information Center, in cooperation with the Institute for International Studies in Education, made its facilities and documents collection personally available to a couple dozen persons in the NFE network who travelled to MSU for specific purpose of using the collection.

We also responded to requests from Operation Crossroads Africa to design and offer two training workshops for a total of 23 participants from various African countries. The first of these workshops, held in May,

dealt with issues in non-formal education. Most of these participants were young adult leaders of social action projects. The second workshop, held in July, provided training in project planning and proposal writing. Participants in this session were women leaders of programs concerning women in development and income-generating activities for women.

C. New Activities

1. Publications

In addition to the publication of four topically-oriented issues of the NFE Exchange (no. 11 "Skills Training Programs for Adults", no. 12 "NFE and Entertainment", no. 13 "Women in Development", no. 14 "The Training of Trainers"), The Information Center began publishing a series of Occasional Papers. The following titles were made available upon request to participants in the NFE network:

> Occasional Paper #1: Formal Education, Non-Formal Education and Expanded Conceptions of Development by Cole S. Brembeck.
>
> Occasional Paper #2: New Patterns in Teaching and Learning: A Look at the People's Republic of China by Mary Kay Hobbs.
>
> Occasional Paper #3: Roles of Change Agents in Development by Francis O'Gorman.
>
> Occasional Paper #4: Drama in Development: Its Integration in Non-Formal Education by Frank A. Gerace and Gary Carkin.

We also developed a manual on the NFE resource collection:

> A Simple Guide to the Non-Formal Education (NFE) Information Center: How Documents are Classified, Indexed, and Cross-Referenced by Lynn Schlueter.

The guide is intended for use by persons looking for materials in the NFE collection at MSU and, in particular, by persons seeking to set up their own resource library on non-formal education. The availability of this illustrated guide is being announced in the NFE Exchange

(no. 14) and copies will be distributed to requesting organizations planning or maintaining their own documents collection on NFE.

2. Workshops and Seminars on Non-Formal Education

As mentioned in the earlier section on special requests for education and training, the NFE Information Center, in cooperation with the Institute for International Studies in Education, offered two on-campus workshops on non-formal education. The first workshop dealt with issues in non-formal education and the second with project planning and proposal writing in the area of "Women in Development". The 28 participants were from various African countries and sponsored by operation Crossroads Africa.

3. Strengthening Linkages with NFE Centers in Africa, Asia and Latin America

In January 1978, Dr. Robert Schmeding and James Hoxeng of the DSB's Office of Education invited us to explore with them and their AID colleagues possible future directions for the NFE Information Center. In response, we submitted "The Non-Formal Education Information Center: A Proposal of Future Activities in Collaboration with the Development Support Bureau of the Agency for International Development" (May 1978). This paper discussed strategies for extending the services of the NFE Center at MSU by providing direct assistance toward the development of NFE information centers in select sites in LDCs.

During 1978 the Center began to nurture collaborative relationships with interested NFE resource centers around the world. Our assistance

was generally limited to helping the various centers obtain all (24) of the MSU publications on non-formal education, as well as topically-oriented, annotated bibliographies on NFE and copies of select fugitive documents from the MSU/NFE Center.

There has been a marked increase in inquiries directed to the Center concerning the establishment of linkages between our resource center and counterpart centers in Africa, Asia, and Latin America. Many more organizations have asked for assistance and advice in developing and maintianing a manual, user-oriented information center.

To illustrate this interest, we note that the Southeast Asia Ministers of Education Secretariat (SEAMES) invited Joan Claffey to come to SEAMES in Bangkok to assist its members to plan and develop a clearing-house for activities crucial to the SEAMEO Non-Formal Education Plan (SNEP). The purpose of the visit was to assist SEAMES in its Non-Formal Education Plan to:

- Establish a network of national clearing-house services in SEAMEO member countries.
- Gather information and materials on non-formal education and coordinate their exchange and dissemination within and outside the region.
- Undertake the publication of materials on NFE.
- Develop an inventory of mass media instructional material resources in NFE programmes in each member country and to promote and facilitate the exchange and use of such instructional resources.
- Prepare an inventory of trained human resources in the whole range of NFE programmes and gather information on the training needs in the field of NFE in the member countries.

A complete report on the visit was submitted to USAID/Bangkok.

Interested persons are referred to "Final Report of Observations and Activities to Assist the Southeast Asian Ministers of Education Secretariat in the Planning and Development of its Clearinghouse and Information Activities on Non-Formal Education" by Joan M. Claffey.

Particular interest was also evidenced among education resource centers in Latin America to collaborate with the NFE Information Center. In March Joan Claffey met in Mexico City, with the directors of several research centers in South America. Some sixteen of these country and special-interest centers have joined together in plans to establish an effective Latin American network to exchange information of use to planners and practitioners of non-formal education for development. The participation of the NFE Information Center has also been sought in the forthcoming (June 1979) "Reunion Tecnica Sobre Informacion de Educacion de Adultos en America Latina" which will be attended by directors of the various research/resource centers in Latin America.

D. Participant Responses to the Work of the NFE Information Center

A cursory analysis of letters received at the NFE Center suggests the following:

- Participants appreciate the personal, tailor-made responses they receive from the Center.
- The materials sent by the Center to planners and field workers seem to meet their pragmatic needs.
- Recipients of the NFE Exchange find its contents and identification of sources helpful for their work.
- Network participants who have been served by the Center often write requesting additional assistance of a more complex nature (training and advice on specific problems, for example).
- Development planners and practitioners often seek not simple publications and information, but also moral support and critical commentary on their questions.

ILLUSTRATIVE CORRESPONDENCE FROM NETWORK PARTICIPANTS IN 1978

Thank you for all the information that you've forwarded over the past few weeks. It's gotten me started in looking into what appears to be many sources of materials that will be of use to the General Federation of Syria Arab Women (GFSAW).

Allen Randlov, Program Analyst
Near East Bureau
Department of State
Agency for International Development
Washington, D.C. 20523 — 20 November 1978

We have received a copy of the NFE Exchange Issue No. 11-1978/1. We find it rather informative and are therefore writing to ask if you could please send us 50 complimentary copies for distribution to participants in our forthcoming Symposium on Non-Formal Education for Rural Development and 20 copies of the French version if available. The Symposium will be held in Addis Ababa, 28 August to 8 September 1978.

S.I. Edokpayi, Chief
Public Administration Management and
Manpower Division
Addis Ababa-ETHIOPIA — 14 June 1978

Let me say that we have been very impressed with the publications you have compiled at the NFE Information Center, and appreciate the attention you give to each request.

Lisa Tunnard, Research Assistant
New TransCentury Foundation
1789 Columbia Road, N.W.
Washington, D.C. 20009 — 22 November 1978

Thank you for your letter of 13 July enclosing copies of the NFE Exchange. As we wish to distribute these to our Regional Offices, I would be grateful if you would kindly send us a further nine copies of issue number 6, eight copies of issue number 7/8, and three copies of issue number 9/10.

Dr. M.A.C. Dowling, Chief Medical Officer
Educational Communication Systems
Division of Health Manpower Dev'l
1211 Geneva 27 SWITZERLAND — 10 August 1978

I am most interested in obtaining a copy of this publication, Nonformal Education and the Rural Poor edited by Richard O. Niehoff. I believe it will be valuable to me in my work as Associate Director for Education on the staff of Peace Corps Zaire. We are, as an organization, currently investigating programming options that will take us outside the formal school system and I believe Niehoff's book could stimulate my thinking along these lines.

Joyce Leader, APCD/Education
c/o CDO Zaire
ACTION/Peace Corps
Washington, D.C. 20525

19 May 1978

I am working as a community penetration nurse on an island in Lake Nicaragua --an isolated, poor and mostly neglected area of Nicaragua.

I would like to receive your publication, as I feel it applies to my line of work here in Ometepe. Please send copies to this address:

Marilyn J. Condit
Voluntana de Cuerpo de Paz
A/C Centro de Salud
Mayogalpa Isla de Ometepe
Rivas, NICARAGUA C.A.

7 July 1978

Please send me a copy of the Bibliography on Cooperatives and Women in Development and Non-Formal Education in West Africa.

I read about it in WIN News and I am preparing for a JUNE/JULY trip to Africa, including in the west, Togo, Upper Volta, Senegal and Sierra Leone.

Bonnie Schultz
Africa Policy, Information Center
The African-American Institute
833 United Nations Plaza
New York, NY 10017

11 May 1978

Recently I have read a copy of Issue No. 11 of the NFE Exchange which covered skill training programs for adults. May I have 10 additional copies to share with co-workers.

Lois A. Matheson
Associate in Continuing Education
The University of the State of New York
The State Education Department
Albany, NY 12234

3 August 1978

We received the ten copies of research studies relative to Non-Formal Education you sent us last March. They are very informative materials which are really of great help to my staff and teacher community coordinators of the Division of City Schools, Manila, as bases for upgrading their competencies and widening their perspective regarding the implementation of the different strategies on Non-Formal Education.

Isabel S. Diquiatco
Chief and Supervisor
Division of City Schools
Adult & Community Education Services
Manila, PHILIPPINES 15 June 1978

The Agrarian Reform Communications Unit of the National Media Production Center acknowledges receipt of the following publications from the Non-Formal Education Information Center:

1. Functional Literacy Pilot Project (Draft Plan)
2. A Botswana Case Study (Popular Theatre and Development.
3. Women's Involvement in Agriculture in Botswana
4. Bosele Tshwaraganang
5. Report on the Involvement of Women in the Integrated Farming Pilot Project
6. UBS/DEMS Discussion Paper

We have found the materials on rural theater and development highly informative and useful, and as a matter of fact, we are presently trying to use the Botswana experiment as a model for our Teatro Obrero project.

The Agrarian Reform Communications Unit is also expanding its communication support to include rural women in development. Thus, the materials you sent us are very valuable guidelines indeed.

Once again, many thanks for your support and assistance.

Rebecca Y Pestano, Executive Officer
Agrarian Reform Communications Unit
National Media Production Center
5th Floor, Tuazon Building
Intramuros, Manila, PHILIPPINES 25 May 1978

I am a Peace Corps Volunteer working with CARE on health and nutrition education in the highlands of Guatemala.

I would very much like to receive your newsletter on Non-Formal Education, "The NFE Exchange" because I think it would give us new ideas and maybe some encouragement (the need and job is so big we get discouraged at our progress).

Neva Wright
Apartado 67
Quezaltenango, Quezaltenango
GUATEMALA

9 March 1978

We here at the International Institute of Rural Reconstruction are recent members of your NFE Information network. I read your newsletter diligently and enjoy it very much; it does a good job of crystallizing the issues we are all dealing with in non-formal education and rural development.

We at IIRR are now in the planning stage of producing our own journal, tentatively called The Rural Reconstruction Review.

My request to you is to send us a list of the agencies, organizations, and educational institutions that are part of your nonformal education information network.

James I. Stein
Documentation Research, Evaluation
and Documentation Group
P.O. Box 967
Makati Commercial Center
Makati, Rizal
Manila, PHILIPPINES

20 January 1978

A fellow P.C.V. enlightened me about your publication this past week and I'd like to be placed on your mailing list! As my program here unfolds I hope to become a contributor as well.

Caryle E. Sein
c/o Peace Corps
P.O. Box 707
Monrovia, LIBERIA
West Africa

25 February 1978

Following my letter of April last year, I am pleased to inform you that the investigation phase for an information system on NFE for Botswana is now completed and the enclosed report, the result. I would be grateful for your comments or suggestions.

Jenny Agar
Ministry of Finance & Development
Plannin
Private Bag 8
Gaborone, BOTSWANA — 17 February 1978

Walter Johnson, Director of the International Career Training Program at the School for International Training in Brattleboro, Vermont has suggested to me that I send you a copy of a manual I have written for use by people planning development programs intended to reach women in Bangladesh. This manual is enclosed for your perusal and use if it seems appropriate.

I have seen some of the materials you sent to Walter and applaud your work.

Jane Wilker
School for International Training
Brattleboro, Vermont 05301 — 24 February 1978

The books and pamphlets you have supplied have helped us a good lot in clarification of our notions about NFE.

Arun Chavan
Hon. Secretary
Laxmi Nivas, Ambarai Road
P.B. No. 49
Sangli 416 416
Maharashra State INDIA

Please accept my profound gratitude for your kind action to my communication on November 17, 1977. The word conscientization has now become clear to me. I also wish to express gratitude to your very resourceful staff who had prepared the description. Indeed, I look up to your Agency for its deep involvement in NF activities, resourcefulness and dependability.

Franklin P. Apostol
National Manpower and Youth Council
Department of Labor-Bookman Bldg.
Quezon Ave, Quezon City PHILIPPINES — 27 February 1978

Thank you very much for the NFE Exchange materials.

Would you please let me know in advance of any Workshops, Conferences and Seminars on NFE which are likely to be held in the future?

I have found your Centre materials very stimulating and applicable to my job.

James Omoding-Okwalinga, Senior Tutor
Makerere University, Kampala
P.O. Box 9003
Kampala, UGANDA 15 February 1978

I have seen materials which you have sent to the Gambia National Literacy Advisory Committee and feel that some of these would be valuable in my work with the Extension Aids Unit. The Unit is in its initial stages of being established, its purpose being to produce instructional materials to serve non-formal education for rural development - including radio, film and graphic production.

H.R. Harmsen, Jr.
Media Production Specialist
Department of Agriculture
Cape St. Mary, GAMBIA
WEST AFRICA 6 March 1978

Herewith I am sending you your order form.

If it is possible please send me 10 copies of each publication listed. It is for distribution to our Committee members.

Stanislaus M. Fernando
Coordinator, ACFOD
Room 201 399/1 Soi Siri
off Silom Road
Bangkok 5 THAILAND 27 February 1978

The N.F.E. Exchange (Issue No. 12 - 1978/2) is devoted to Non-Formal Education and Entertainment. It also contains a very useful Selective Bibliography on this subject, and a journals and newsletters supplement on Non-Formal Education/Rural Development, both of which are reproduced below.

Listed in:
RESOURCES, Courier Service
No 13, December, 1978
A.S.P.B.A.E.

Thank you for your letter of October 31 and for sending the NFE Exchange newsletter (Nos. 6, 7/8, 9/10, 11 and 12). We have found the information most interesting and helpful. Please include DELFI in your mailing list so that we may continue to receive the NFE newsletter.

The excellent possibilities of non-formal education are fully recognized by the Information Center; thus, many of our projects are and will be directed towards informing, educating and orienting both rural and urban women in Costa Rica.

Lsake Chacon
Director, Information Center
Calle 28 Avenida Central y iera. No. 84N.
Apartado 49 Centro Colon
San Jose, COSTA RICA

24 November 1978

Now to my request for assistance. As a follow-up to the organizational analysis of Bangladesh agricultural extension we have had detailed discussions with the Minister and the State Minister (deputy) of Agriculture. The State Minister, Dr. Mahtab, is working on a plan for developing "community schools" in Bangladesh. The basic concept is to use the school facilities after hours for non-formal education, entertainment, and community affairs activities. This would make more effective use of already existing 4,000 schools. Also, it would encourage a community center in many villages where none exists currently. The State Minister is aware that there has been some attempts in this area in the United States and also he mentioned East Africa. He asked if we could help him in finding any literature in this general area. Therefore, I would like to know if your clearinghouse has any literature on this subject of community schools. If so, could we have copies of some of the more relevant, particularly in-developing countries.

John L. Woods, Director
Development Training and Communication Planning
UNDP/OTCP
P.O. Box 2-147
19 Phra Atit Road
Bangkok 2, THAILAND

6 December 1978

We at the "Balai Pengembangan Kegiatan Belajar" or the National Center for the Development of NFE Programs, in cooperation with "World Education Inc" New York, are engaged in the establishment of a program we call the "USPI" Project (we will enclose some information on this project). One of the aims of this project is the establishment of a Resource or Information Center which will be used in backing up the Indonesian NFE Program.

On this purpose we will appreciate it very much if you could help us getting started by sending us some information on the management, administration, classification and information net-work systems which possible could be used by our center.

Llya M. Moeliono
Liaison Resource Center-Project USPI
National Center for Non-Formal Education & Sports
(B.P.K.B.) Jayagiri, Lembang,
Candung, INDONESIA 4 January 1978

I would like to thank you for your consideration and prompt response in the past. The Center's studies and topical information have been of great assistance in my work here and are being shared with other Volunteers throughout the Dominican Republic. Thank you again.

Allison Moore
Coop. Momon Bueno, Inc.
Partido - Dajabon
DOMINICAN REPUBLIC 12 December 1978

E. Summary of Trends and Operating Principles of the NFE Information Center

1. Given priority concerns with attention to the world's most needy (in terms of addressing problems of health, nutrition, agricultural self-sufficiency, functional literacy and numeracy, housing, employment), the Information Center directs its principal efforts to service in this regard. Its focus is upon non-formal education for development and those working at penultimate levels in direct behalf of the world's poor (recognizing that the poor majority is not likely to be in immediate contact with the Information Center). The NFE Information Center has also begun to share its knowledge of operating an information center with organizations with similar goals in low-income countries.

2. The Information Center operates in order to:

__put people in touch with resources and ideas related to non-formal education for development.

__facilitate contacts and promote horizontal linkages among persons and organizations involved in NFE.

__consider, within topical areas via the NFE Exchange, what is happening world-wide in NFE aspects of development; note trends, characteristics, structural impediments, issues and choices.

__make possible principally an exchange, rather than dissemination, of information and knowledge concerning NFE experiences and resources; encourage feedback and exchange regarding application and validation of NFE-related ideas and practices; promote knowledge generation not only in a top-down (e.g., university) context but also in a bottom-up (i.e., from the people who are the expected "beneficiaries" of NFE research) context.

__Share knowledge and expertise on running an information center and offer training when appropriate.

3. The NFE Information Center is further characterized by:

__its commitment to giving individualized and personalized responses to persons and organizations requesting its assistance;

__its receptivity to the persons making "special requests" of the Center for information and resources regarding pragmatic development concerns, describing the problem or topic of need but not specifying particular names or or titles of resources;

__its utility to those development practitioners for whom receiving selected, annotated samples of information and resources is more important than receiving an exhaustive list of computer-based information around a topical "code word;"

__being technologically appropriate for development field-workers who cannot use output in the form of microfiche, for example, and who must rely on human assistance in learning about and acquiring appropriate fugitive materials;

__its willingness and commitment to serve the many participants in the NFE Information Center network who are isolated, geographically or in specialty fields, and for whom personal linkage via correspondence plays a seemingly important "moral support" function;

4. Patterns of participation with the Information Center reveal that:

__those who use the services of the Information Center are remarkably and rather evenly stratified, both in terms of

scope and authority (urban-based government ministry personnel to NGO officials to academics to rural practitioners with organizational affiliation to isolated fieldworkers);

__those writing us are also highly diversified in terms of interests or specialties: all interest areas and sectors are well-represented;

__while most individuals with whom we communicate have an organizational affiliation (government, NGO, academia), it appears that persons are the "prime movers" of the NFE Information Center network and it seems doubtful that pure institutional/institutional linkages would realize the same degree of effectiveness in terms of personal responsiveness, amount of turn-around time for requests, willingness to contribute to the exchange of information, cost-effectiveness;

__the requests for information and resources being made of the Center cover an enormous range of concerns, as detailed in the prior section of this report;

__many of those in communication with the Center express a desire for further training in the planning and practice of non-formal education;

__persons writing to us seek not only information and resources (both print and organization referrals), but also moral support, dialogue and critical commentary concerning their ideas and work.

In summary, as we pointed out in our last annual report, we find that it is persons inquiring of and responding to other persons, in a personal and increasingly symetrical fashion, which seems to account for the large and diversified volume of exchanges with the Information Center. It also follows that the Center's services (responses to inquiries, exchange of publications on NFE, production and distribution of the NFE Exchange) are being favorably received since the major source of more Center participants is the recommendation of those already in communication with us.

The Information Center is receptive to requests from every type of NFE planner and practitioner, and to requests of a very diversified nature. People write to us, we suspect, because they know (or have heard) that they will receive responses which are quick, personal, and appropriate. An important aspect of our response strategy is to suggest or refer people to other information resources and centers.

Our present efforts are concentrated in both knowledge generation and knowledge utilization. In terms of the former, the main article of the NFE Exchange is a principal means of synthesizing issues concerning selected topics in non-formal education. The new series of Occasional Papers similarly contributes to the building of knowledge in the field of non-formal education and development.

In terms of knowledge utilization, our work focuses mainly, but not exclusively, on the dimension of exchange (as distinguished from the dimensions of application and validation).

The Information Center does not claim expertise or wisdom in any sector-specific employment of NFE. It appears, however, that persons in contact with us are more desirous of using the Center's resources and services to learn about NFE-related ideas, options, methodologies, similarly-involved planners and practitioners, while exercising their own judgment regarding application and validation. In this sense, the Information Center is playing an important function to counter the knowledge monopoly concerning NFE and to promote knowledge building among the people whom the knowledge is supposed to serve.

III. Alternatives for Future Action

A. Direct Assistance to LDC Information Centers on Non-Formal Education

Pursuant to discussions with officers of AID during the last two years, and reflecting upon the nature of requests made of the Information Center, we think it important and timely to embark upon a major effort to provide direct assistance toward the development of practitioner-oriented information centers in select sites in LDCs. There is clear interest in the lesser developed countries to participate fully in the creation, exchange, validation and use of knowledge about NFE. While present arrangements for information sharing suffice in many instances, the desire within LDCs to develop information and networking capacities needs to be more adequately addressed.

Certainly, it is crucial to provide the greatest possible access to existing information regarding NFE and development. The presence of NFE resource centers in locations proximate to the world's poor majority, and to those NFE practitioners most directly involved in development activities, would likely help to facilitate such an information exchange.

So that information might also be generated by those implicated in its use, it seems important to support indigenous efforts to develop information centers, able to serve local needs and relate to similar centers regionally and world-wide.

Several groups and organizations, some nascent and others more

established, have already requested the assistance of the NFE Information Center to strengthen their information and networking services. We welcome the opportunity to respond to a selection of these requests from resource centers which are present in and able to serve world regions of greatest need.

We expect that horizontal and symmetrical linkages would increasingly characterize the cooperative relationship among these select NFE resource centers in Asia, Africa and Latin America and the Information Center at MSU. Within several years, the LDC-located centers would, ideally, be sufficiently known and able to handle a variety of information requests so that the majority of inquiries from a particular country would be directed to that center. These centers would not only develop specialization concerning NFE in the country but also resource collections in the language(s) of the country. Inquiries made of the MSU/NFE Center for Spanish or French language materials or for information on NFE programs in a certain country could then be referred to the more suitable or specialized center in Thailand, Chile or Lesotho, for example. In some cases, the country centers might seek to develop specialization concerning non-formal education and development in other countries of the region. In other cases, the country center might build, or be part of a regional network of cooperating resource centers.

We suggest that the NFE Information Center directly assist four to seven LDC-based resource centers in the next three years. These might, ideally, be located in Central America, South America,

Francophone Africa, Anglophone Africa, Southeast Asia, Middle South Asia and the Middle East. Sites which would seem potentially good for selection in this regard would probably:

__be relatively broad-based in terms of access and scope of development resources

__have likelihood of continuation because of high interest-level, access to funding, and status not highly subject to political fluctuations

__have means for gathering and maintaining print resource materials

__have means for effective distribution of materials (e.g., political ability to mail to most countries, adequare mail service)

__be willing and able to handle problem-oriented requests

__be cognizant of NFE programs within the country

__be concerned with building linkages with the NFE planners and practitioners in the country (or region)

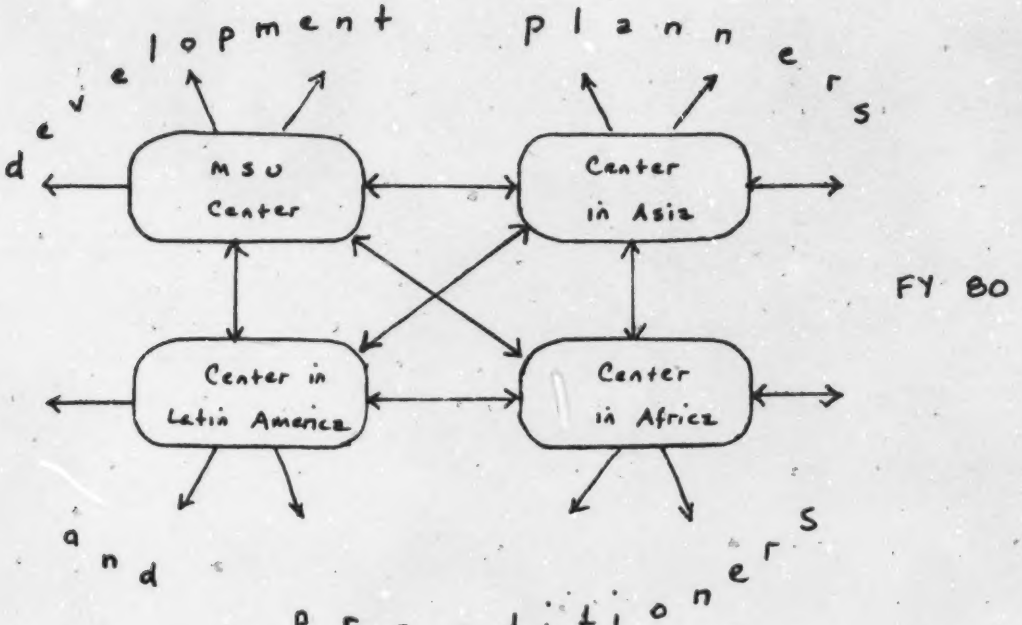
__have enthusiasm for undertaking or expanding information center and networking functions

__be committed to adequate staffing

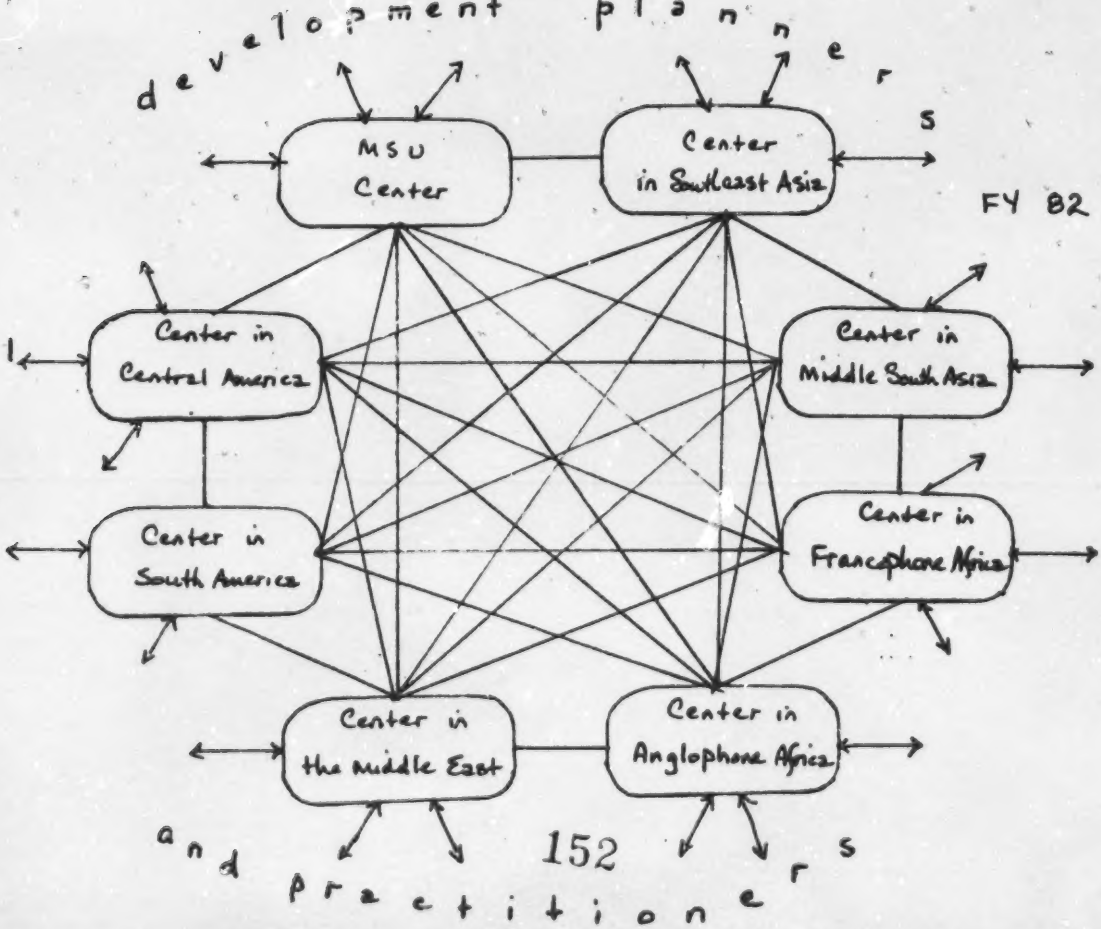
__have replication or multiplier possibilities (serving as a model for subsites in the country or perhaps for other national centers)

Among the groups that have indicated interest in exploring special linkages with the NFE Information Center are the following: SEAMES in Bangkok, SEDECOS/CLEA in Santiago, Peoples Open University in Islamabad, CIDE in Santiago, and the National Centers for Non-Formal Education in Indonesia and the Philippines.

We think that such an effort to expand the services of the Non-Formal Education Information Center, by strengthening similar response capacities in select LDC centers, would help meet the vital need of development planners and fieldworkers to obtain needed information and resources. It would further lessen dependency on the MSU Center for materials which could, and should, be obtainable nearer to their point of use.


development planners
MSU Center
Center in Asia
Center in Latin America
Center in Africa
and practitioners

FY 80


development planners
MSU Center
Center in Southeast Asia
Center in Central America
Center in Middle South Asia
Center in South America
Center in Francophone Africa
Center in the Middle East
Center in Anglophone Africa
and practitioners

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Related to the effort to assist LDC-based information centers strengthen their response capacity, we plan to develop simple, "how-to" pamphlets on various activities of the Center. The topics would include:

__how to prepare a newsletter

__how to maintain a collection of materials on NFE

__how to build a network file of organizations and NFE practitioners

These manuals could also serve to encourage the various information centers to create guides tailored to their own particular circumstances and needs.

B. Study of the Information Needs and Uses of Development Planners and Fieldworkers

We plan to undertake a study of the work in non-formal education and development being done by those in communication with the NFE Information Center. These planners and practitioners are pioneering in the design and use of educational strategies for development. Often not known as either non-formal educators or developmentalists, they are, nonetheless, engaged in both areas and at the heart of efforts to help satisfy basic human needs through educational means. For these reasons we think it important to learn about their work in NFE and development and how they get and use the information they need to carry out these efforts.

C. Continuation of Present Services and Activities

1. The NFE Exchange

The NFE Exchange continues to prove a useful resource for development planners and practitioners world-wide. We plan to maintain our present thematic format (lead article on characteristics and issues of the NFE topic featured, project highlights, select annotated bibliography, reference review and readers' news/notes and to produce four issues per year.

We note that preparation of the NFE Exchange serves as a main vehicle for mining the rich collection of fugitive materials in the NFE Library. It is important to continue examining these NFE resources in an ever more systematic and analytical way. Lead articles in the NFE Exchange can be used to reflect general types of syntheses on topical issues within NFE (e.g, skills in development, the training of trainers, income-generating NFE programs, functional literacy, NFE and children, health and nutrition programs, etc.).

2. Response to requests from NFE planners and practitioners world-wide

The Information Center continues to receive a large number of inquiries and requests for NFE publications and resource suggestions. The number of requests varies from 70-100 weekly with the large majority of these coming from persons in LDCs. Many persons from the U.N. or other non-governmental organizations also rely on the services of the Information Center as do AID/W personnel. We believe that our personal and individual attention to each request is a key factor in the large number of letters sent to us from people in the developing world. It is important, therefore, that we continue to respond to the variety

of requests directed to us: for the NFE Exchange and the two dozen MSU/NFE publications and monographs, to extend the services of the Information Center to other development planners and practitioners, to provide select annotated bibliographies of topical NFE materials, to reproduce and distribute fugitive NFE print resources where appropriate, and to facilitate contact among persons and organizations engaged in similar kinds of NFE efforts.

3. Provision of select annotated listings of NFE resources

The Information Center is receiving an increasing number of specific topical requests (82 in 1978) from those working at "grass roots" levels with the world's poor. Many of these requests have been in the areas of health and nutrition, women in development, literacy and resource lists for nearly three dozen other topics have been requested.

We, therefore, plan to expand and to update the select annotated bibliographies and listings which are most in demand. These would be then announced in the NFE Exchange and made more accessible to interested planners and fieldworkers.

4. Occasional papers

It is crucial that those pioneering NFE programs have a means to participate in collegial building of the knowledge and resource base. These planners and practitioners are obviously also concerned with effective access to and utilization of knowledge. Our rich collection of fugitive documents indicates that many NFE practitioners are writing materials of substance and relevance for a larger audience

than they have access to. Some of these persons are, additionally, without the financial wherewithal to reproduce and distribute copies of their writings.

The Occasional Papers of the Information Center are intended to provide a forum for the noteworthy ideas, experiences and resources of persons in the NFE network. Priority will be given to the publication of papers which reflect development concerns of LDC nationals or which probe issues of NFE as it relates to the basic needs of people.

5. Maintain collection of fugitive documents

The Information Center currently receives about 100 documents and fugitive materials monthly, along with several dozen periodicals. The vast majority (about 95%) of these items are contributed by those in the NFE network in exchange for materials distributed by the Center (e.g., MSU/NFE publications on NFE, the NFE Exchange, select annotated bibliographies, personnel and organizational referrals).

So that incoming materials are easily retrievable, the Information Center staff have devised means for better classifying new materials.

Since the NFE Library forms the basis for so much of the Center's work, effective maintenance of the collection is a crucial task.